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BREAKING INVISIBILITY: TRANSFORMING WORKING CONDITIONS OF
ADJUNCT FACULTY IN TECHNICAL COLLEGES
THROUGH CRITICAL ADVOCACY INQUIRY

A Dissertation
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy
Educational Leadership

by
Jacqueline Y. Taylor
December 2017

Accepted by:
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ABSTRACT

Known as “invisible faculty,” (Gappa & Leslie, 1993), adjunct or part-time, contingent instructors play a vital role in meeting the needs of two-year colleges. Adjunct faculty members teach over half of the United States’ historically underserved college students (Center for Community College Student Engagement [CCCSE], 2014), and are therefore vital to student and college success. Moreover, 58% of all South Carolinian undergraduates attend one of the 16 technical colleges in the South Carolina Technical College System (South Carolina Technical College System [SCTCS], 2016). Additionally, 60% of the faculty members in the SCTCS are adjunct instructors (SCTCS, 2017).

Researchers claim adjunct faculty members have a negative impact on student success, such as retention and graduation rates (Jacoby, 2006; Kezar & Maxey, 2012; Ehrenberg & Zhang, 2005). However, studies do not take into account the kind of working conditions colleges provide for adjuncts, nor do studies provide a localized picture of how technical colleges can support adjuncts. (Baldwin & Wawrynski, 2011; Benjamin, 2002; Eagan & Jaegar, 2008, 2009; Eagan, Jaegar, & Grantham, 2015; Ehrenberg & Zhang, 2005; Jacoby, 2006; Jaegar & Eagan, 2011a, 2011b; Maxey & Kezar, 2015; Umbach, 2007b).

As such, the purpose of this qualitative study was to explore the working conditions of adjunct faculty. I explored these working conditions from a Human Relations perspective. Thus, I looked to Kanter’s Structural Empowerment theory (1977, 1993) as a guide to understand how technical colleges support adjunct faculty and their

work. Using critical advocacy methodology (Pasque & Carducci, 2015), a critical approach to action research, I interviewed 10 adjunct instructors who teach English in South Carolina technical colleges. I specifically invited adjuncts teaching English because English is a required, gateway course for most majors in South Carolina technical colleges and is transferable to four-year colleges in the state. Additionally, the majority of adjuncts across the nation teach English courses; as such, adjuncts from this discipline area teach a large population of two-year college students (Charlier & Williams, 2011; Lydic, 2011).

This study confirmed Kanter's argument that access to opportunity, resources, information, and support empowers employees, or adjunct faculty. However, findings indicated the type and quality of empowerment components provided by colleges did not always meet needs of adjuncts. Adjuncts noted that not only did they feel invisible at their colleges, but also felt their oppressive treatment remained invisible. Findings also indicated colleges could support adjunct faculty through quality access to resources and support on campus, by integrating adjunct faculty into the campus culture, and treating adjuncts with dignity in the workplace. Finally, this work offered a revised version of Kanter's workplace model in which technical colleges and adjunct faculty could improve policies and practices related to adjunct working conditions.

DEDICATION

I first dedicate this dissertation to my mother, the late Patricia Roche' Young. As my first teacher and the one who instilled the love of learning in me, my mother would be the person most proud of my accomplishment.

I also dedicate this work to Charles Robert Taylor, Jr. "Chuck," my husband. Chuck, your sacrifice made this degree possible for me and I give you my biggest thanks. When Clemson first accepted me into the PhD program, you asked "At your age?" Since that day, you supported me, listened to me, tutored me, held me as I cried, and made me pick myself up to work toward the finish line. You are my number one fan and I am fortunate to have you in my life.

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Dr. Pam Havice, I am indebted to you for your kindness and time. You freely gave of yourself and encouraged me when I was discouraged. Dr. Cassie Quigley, you gave me a love a qualitative research I never thought I would know. Your quality feedback helped me grow as a student and researcher. Dr. Russ Marion, I never could quite capture all the amazing ideas you aimed to teach me. Your talent is beyond my grasp. I appreciate Drs. Gonzales, Havice, Quigley, and Marion's service on my committee. I feel honored to have had four remarkable, accomplished professors to guide me through this process.

Thank you to the many friends I met in the Educational Leadership program at Clemson. It was difficult to see so many of you graduate before me, but you inspired me to keep moving ahead. I learned from each of you and enjoyed the unique perspectives you brought to my educational experience. I appreciate your support, encouragement, and kindness.

I would also like to acknowledge the most important people in my life, my children, grandchildren, grandmother, and husband. Thank you for sacrificing time with

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TABLE OF CONTENTS

	Page
TITLE PAGE	i
ABSTRACT	ii
DEDICATION	iv
ACKNOWLEDGMENTS	v
LIST OF TABLES	ix
LIST OF FIGURES	x
CHAPTER	
I. INTRODUCTION	1
Statement of the Problem	3
Purpose of the Study	4
Overview of Theoretical Framework	6
Research Questions	8
Significance	9
Definitions of Terms	11
II. REVIEW OF THE LITERATURE	14
Two-Year College Institutional Characteristics	14
Two-Year College Adjunct Faculty Characteristics	18
Context of Adjunct Faculty Employment	20
Adjunct Advocacy	25
III. METHODOLOGY	28
Introduction	28
Methodological Choice	33
Theoretical Framework	35
Study Setting	40
Data Collection	49
Participant Recruitment and Selection	51

Table of Contents (Continued)

	Page
Data Management and Analysis	55
Trustworthiness.....	60
Boundaries of Study.....	61
Chapter Summary	61
IV. RESULTS	63
Kanter and Basic Empowerment Components	63
Quality Access on Campus	70
Integration into the Campus.....	73
Dignity on Campus	76
Conclusion	79
V. DISCUSSION	82
Discussion of Findings.....	82
Implications for Practice and Policy	92
Limitations of Design	94
Recommendations for Further Research.....	95
Conclusion	96
APPENDICES	99
A: Institutional Review Board Approval	100
B: Participating Colleges	101
C: Online Intake Survey	107
D: Interview Protocol.....	109
E: Research Questions in Relation to Interview Questions.....	113
F: Participant Recruitment Email.....	114
G: Informed Consent.....	115
H: Member Check Email	117
I: Coded Clusters of Meaning	118
J: Categories	122
K: Code Mapping.....	123
REFERENCES.....	124

LIST OF TABLES

Table		Page
3.1	Overview of Nine Technical Colleges	49
3.2	Participant Profile Chart	54
3.3	Examples of Deductive Codes	57

LIST OF FIGURES

Figure		Page
1.1	Kanter's Key Components	8
3.1	Colleges in the South Carolina Technical College System	48
5.1	Revised Model of Kanter's Structural Empowerment.....	92

CHAPTER ONE

INTRODUCTION

Adjunct faculty members teach over half of the United States' historically underserved college students (Center for Community College Student Engagement [CCCSE], 2014) and are therefore vital to student and college success. Two-year colleges have a history of hiring large numbers of adjunct faculty members (CCCSE, 2014; Gappa & Leslie, 1993; JBL Associates, 2008). The use of adjunct or part-time faculty began to increase in the 1980s as two-year colleges expanded their vocational programs and educational services. Reductions in state funding over the last few decades have increased financial constraints for two-year colleges and colleges have responded by continuing this trend of hiring part-time faculty (Levin, Kater, & Wagoner, 2011). By 2011, 70% of faculty in two-year colleges were employed part-time (Levin, 2013).

Known as the “invisible faculty,” (Gappa & Leslie, 1993, p. 2), the “new majority” (Gappa, 2000, p. 78), and “roads scholars” (Kramer, Gloeckner, & Jacoby, 2014; Stephens & Wright, 1999, p. 6), adjunct instructors play a vital role in meeting the needs of two-year colleges. By hiring part-time faculty members, colleges are able to respond to growing enrollments and provide flexible scheduling for students. In addition, colleges benefit from the specialized expertise part-time faculty members bring to their teaching. These benefits of employing part-time instructors come in addition to the low cost of hiring these adjunct instructors. (Gappa, 1984; Green, 2007; Jaegar & Eagan, 2009; Levin, 2007; Schuster & Finklestein, 2006). Although adjunct instructors are meeting the needs of two-year colleges, studies have shown that two-year colleges are not

meeting the needs of adjunct instructors (Antony & Valadez, 2002; Kezar & Maxey, 2014). Adjunct instructors often lack access to college material and instructional resources and infrastructure (Eagan and Jaegar, 2009; Kezar & Maxey, 2014). For example, many adjuncts do not have material and instructional resources, such as teaching supplies, technological equipment, and office space (CCCSE, 2014; Kezar, Maxey, & Badke, 2014). Research literature also suggests that many adjuncts lack support, such as orientations, meetings with colleagues, mentoring, and professional development (Wallin, 2010). This lack of support and material and instructional resources often prevents adjuncts from meeting their full potential (Eagan & Jaegar, 2009; Kezar & Maxey, 2014).

This lack of material and instructional resources and support is even more concerning, considering adjunct faculty are often asked to teach general curriculum and gatekeeping courses, such as entry-level English or math (Charlier & Williams, 2011; Eagan & Jaeger, 2008; Jaeger & Hinz 2008; Lydic, 2011). Gateway courses are “the first college-level or foundation courses for a program of study. Gateway courses are for college credit and apply to the requirements of a degree.” (Collins, 2013, “Glossary of Terms,” para. 3). If the greatest effect on student learning is the practice of increasing adjunct hires at two-year colleges (Benjamin, 2002) and students’ experiences with adjunct faculty negatively influence their graduation and transfer rates (Eagan & Jaegar, 2009; Ehrenberg & Zhang, 2005; Jacoby, 2006; Jaeger & Eagan, 2009), it is essential that researchers examine working conditions of adjunct instructors. Thus, this study explored working conditions of adjunct faculty teaching English in technical colleges.

Guided by Kanter's (1977, 1993) Structural Empowerment theory (SET), I interviewed 10 adjunct faculty employed within SC technical colleges. Using Kanter's SET as a guide, I sought to understand how technical colleges support adjunct faculty and their work. Specifically, I asked adjunct faculty to describe how their working conditions enable them to accomplish their roles as instructors. The ultimate aim of this work is to advance policies and practices that will empower and support technical college adjunct faculty. Next, I will present a more elaborate statement of the problem, followed by a statement of purpose, an overview of the theoretical framework, my research questions, the significance of this study, and definition of terms.

Statement of the Problem

In South Carolina (SC), 58% of all South Carolinian undergraduates enrolled in South Carolina public higher education attend one of the 16 technical colleges in the South Carolina Technical College System (SCTCS, 2016). Researchers claim adjunct faculty have a negative impact on student success, such as a decline in retention and graduation rates (Baldwin & Wawrynski, 2011; Benjamin, 2002; Eagan & Jaegar, 2008, 2009; Eagan, Jaegar, & Grantham, 2015; Ehrenberg & Zhang, 2005; Jacoby, 2006; Jaegar & Eagan, 2011a, 2011b; Maxey & Kezar, 2015; Umbach, 2007b). However, some of these studies do not take into account the kind of support or working conditions two-year colleges provide for adjuncts. Adjunct faculty members often lack access to orientation, professional development, administrative and technology support, office space, peer interactions, and other support components and opportunities full-time faculty

have due to college fiscal constraints and lack of formal policies regarding adjunct support (CCCSE, 2014; Kezar, Maxey, & Badke, 2014).

Research literature suggests that a large number of adjuncts in two-year or community colleges are teaching entry-level courses in English departments (Avakian, 1995). Since the majority of adjuncts across the nation teach English courses, adjuncts from this discipline area will teach a large population of community college students (Charlier & Williams, 2011; Lydic, 2011). Understanding the needs of these instructors is important due to the implications of their influence on student learning. Teaching first year students composition courses is a challenging task, especially since English is typically a prerequisite to most majors (Charlier & Williams, 2011; Lydic, 2011). Attempting to deliver this type of challenging teaching to unprepared students and without access to support components can be an obstacle to instructors' teaching and more importantly, to student success (Antony & Valadez, 2002; Baldwin & Chronister, 2001; Benjamin, 2002).

In SC technical colleges, English Composition is a gateway course for most majors. Completion of gateway courses is critical for students to move toward degree completion (Collins, 2013). Thus, it is vital to examine working conditions of adjunct English instructors in SC to understand how colleges support them to accomplish their work as instructors.

Purpose of the Study

The purpose of this study is to explore working conditions of adjunct faculty teaching English in SC technical colleges. Using critical advocacy methodology (Pasque

& Carducci, 2015), which is a critical approach to action research; this study provided adjunct faculty members an opportunity to describe their working conditions. Additionally, this study provided faculty members an opportunity to describe their access to resources, information and support within colleges.

To guide my study, I used Kanter's (1977, 1993) SET, which states when employees have access to opportunities and power components, they are empowered, or better positioned, to accomplish their work in ways that are both effective and meaningful. Kanter (1977, 1993) identified opportunities as growth, development, mobility, challenge, and the chance to increase skills and rewards. Power components are material resources, information, and support. Together, opportunities and power components can provide employees empowerment in the organization. Therefore, in this study, I refer to opportunities, resources, information, and support as Kanter's empowerment components. Although I used Kanter's empowerment components to guide my inquiry, it is important to stress that I was most interested in learning from adjunct faculty, and attended to any nuances and discrepancies expressed by the adjunct faculty. In other words, I used Kanter's empowerment components as an initial guide for interviewing and then later for organizing data. However, I did not rely solely on Kanter's components. Instead, I was open to listening to adjuncts and analyzing data beyond Kanter's structural components.

Based on what I learned from adjunct faculty through this work, and in line with my critical advocacy methodology, I intend to inform policy and practice within my own department, division, and college. I want to complement the advancement of policies for

adjunct faculty working conditions within the South Carolina Technical College System. My hope is that this work will become a springboard for me to elevate the needs of adjunct faculty in technical colleges and use my position within the SCTCS to advocate for adjunct faculty members. Furthermore, I plan to share the outcomes of this work so adjuncts might gather information to advocate for themselves (Pasque & Carducci, 2015).

Overview of Theoretical Framework

I turned to Kanter's (1977, 1993) Structural Empowerment theory as my theoretical framework. Kanter's SET focuses on employees' needs in the workplace, serving as my study's framework for understanding adjunct faculty members' working conditions in South Carolina technical colleges. In addition to examining working conditions, I explored how colleges support or empower adjunct faculty to accomplish their work.

Besides focusing on employees' needs in the workplace, Kanter's theory offers a context to examine empowerment. According to Kanter, *empowerment* is the capacity to access and mobilize sources of organizational power to accomplish work (Kanter, 1977, 1993). Kanter argued organizations have empowerment components that should be accessible to employees, so employees can accomplish their work in meaningful and effective ways. Although researchers have used Kanter's theory extensively as it relates to nursing educators, this theoretical framework has not been widely used, and to my knowledge, not applied to the study of adjunct faculty working conditions.

Within the Structural Empowerment theory, Kanter (1977, 1993) identified power and opportunities as necessary components for employees to be empowered, or have

empowerment within their roles. When employees are empowered, or better positioned, they can accomplish their work in ways that are both effective and meaningful. *Power* is the ability to use material resources, information, and support to accomplish work tasks (Kanter, 1977, 1993). *Resources, information, and support* are basic level power needs for employees. When employees have access to these basic work needs, they gain power within the organization. *Opportunity* refers to the expectation of mobility, growth, or autonomy in the organization (Kanter, 1977, 1993). When employees have opportunities to grow, develop, move within the organization's hierarchy, experience challenging work, and have the chance to increase skills and rewards (Kanter, 1977, 1993), they are empowered. Opportunities bring a commitment to the workplace and greater engagement of employees (Kanter, 1977, 1993). To display Kanter's SE theory, I created a visual representation. See Figure 1.1 for an illustration of Kanter's model.

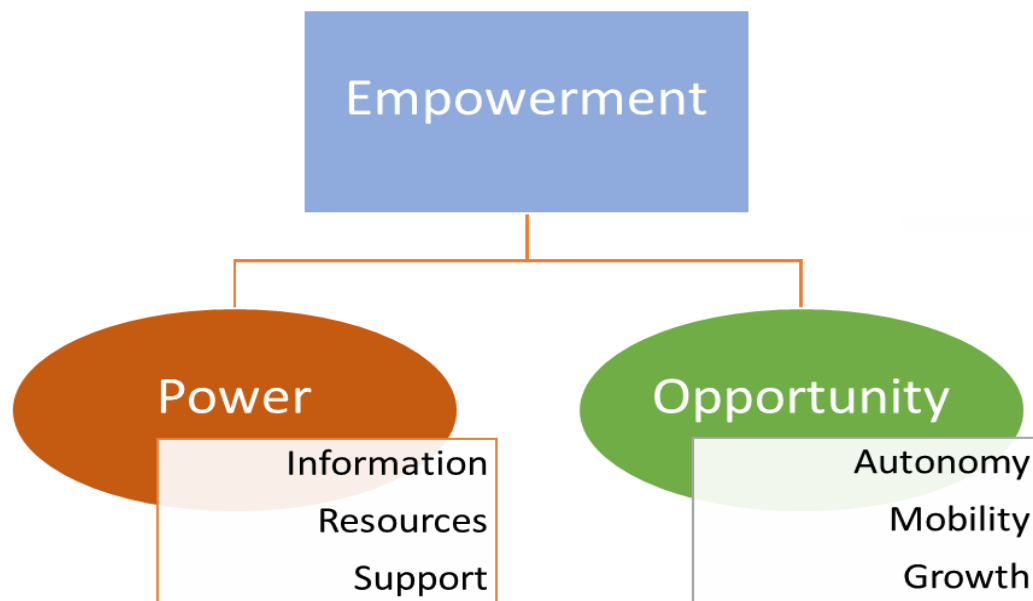


Figure 1.1: Kanter's key components.

When employees experience limited power and opportunity, they are not empowered for full participation in the organization. Instead, organizations place employees in constrained and disadvantaged working conditions (Kanter, 1977, 1993).

Research Questions

The purpose of this study was to understand working conditions of South Carolina technical college adjunct English instructors. The primary and secondary questions for this study were:

- How do adjunct faculty members describe their working conditions within their places of employment?

- How do technical colleges provide adjunct faculty access to opportunity, resources, information, and support?
- How can technical colleges support adjunct faculty?

Significance

As the largest system of higher education in the United States, two-year colleges educate a significant percentage of undergraduate college students (American Association of Community Colleges [AACC], 2016; Baron-Nixon, 2007). Likewise, in South Carolina, the largest higher education system in the state is the SCTCS. Fifty-eight percent of all South Carolinian undergraduate students attend one of the 16 technical colleges in the SCTCS (SCTCS, 2016). To meet the needs of these colleges, the SCTCS employs approximately 60% of the faculty members as adjunct instructors.

Though adjunct faculty members constitute a sizeable percentage of all faculty in two-year colleges, current research literature has not produced a comprehensive picture of how technical colleges can support adjunct faculty. Since the trend of increased use of adjunct faculty is likely to continue, it is imperative administrators understand how technical colleges can create working conditions to allow adjunct instructors to accomplish their work and achieve college outcomes (Eagan & Jaegar, 2009; Jaegar & Eagan, 2009; Umbach, 2007a). Limited research has focused on the working conditions of these faculty members although they directly influence the learning of college students (Finkelstein, Conley, & Schuster, 2016). Furthermore, for the most part, researchers have utilized national survey data to understand the presence, working conditions, and material and instructional resource needs of adjunct faculty (Antony & Valadez, 2002; Baldwin &

Wawrynski, 2011; Leslie & Gappa, 2002; Umbach, 2007b). Such survey research is helpful but lacks contextual or localized information. Subsequently, SCTCS makes a viable setting to query adjunct faculty on their working conditions due to the large percentage of adjunct faculty employed in this system.

Additionally, research has identified the negative influence of adjunct instructors on student learning, retention, and graduation rates (Eagan & Jaeger, 2009; Jaeger & Eagan, 2009, 2011a, 2011b; Jacoby, 2006; Umbach, 2007b). However, research has not fully addressed how technical colleges can support adjunct instructors to encourage student success. Nor do these studies take into account the kind of working conditions colleges provide for adjuncts. Therefore, research studies need to explore technical college adjuncts instructors' working conditions to provide a more localized and comprehensive picture of how SC technical colleges can support adjunct faculty, and in turn encourage student success.

Besides seeking to expand understanding of adjunct working conditions, there is a need to advocate for change in policies and practices that dehumanize the work environment. The documented organizational inequity requires transformation. I hope that my research can interrupt oppressive structures or conditions that perpetuate inequity for adjuncts within SC two-year colleges. By placing the voices of the adjuncts at the center of the inquiry, I can challenge inequitable labor practices by applying knowledge gained, toward emancipatory and empowering ends. This research has the potential for “advancing understanding and transforming policies, procedures, and practices that

perpetrate oppression and inequity” in the adjunct workforce (Pasque & Carducci, 2015, p. 288).

Definitions of Terms

The following terms and definitions are provided to further assist with the framework of the study:

Adjunct faculty member: Master’s and doctoral degree level professionals exempt from the wage and hour provisions of the Fair Labor Standards Act; a part-time employee who does not occupy a full time equivalent position, whose employment does not exceed one year (without a break in service), who is not a covered employee, is employed at-will with no right to submit grievances, and who is primarily responsible for teaching undergraduate students (South Carolina Technical College System [SCTCS], 2014a, 2014b) In this study, I used the terms, adjunct faculty/instructors, part-time faculty/instructors, contingent faculty/instructors interchangeably.

Community colleges: See two-year colleges.

Contingent faculty/instructors: See adjunct faculty members.

Critical advocacy: A qualitative approach to research to study inequities in organizational settings, which is committed to transformation through advocacy (Pasque & Carducci, 2015).

Empowerment: the capacity to access and mobilize sources of organizational power to accomplish work (Kanter, 1977, 1993).

Opportunity: growth, development, mobility, challenge, autonomy, and the chance to increase skills and rewards (Kanter, 1977, 1993).

Resources: necessary materials, instructional materials and supplies, office supplies, and money needed to meet college goals.

Information: knowledge about the college's and department's programs, policies, practices, procedures, goals, values, culture, and initiatives, required to execute teaching role effectively.

Junior colleges: See two-year colleges.

Part-time faculty/instructors: See adjunct faculty member.

Support: assistance from subordinates, peers, and superiors to help develop success characteristics (Kanter, 1977, 1993).

Two-year colleges: colleges that grant associate degrees and certificates (Cohen & Brawer, 2008); also referred to in this study as junior colleges, community colleges, vocational colleges, and technical colleges.

Technical colleges: regionally accredited, institutions with open-access missions that grant associate degrees and certificates, have community-responsive curricula, focus on teaching and learning, and foster lifelong learning (Elsner, Boggs, & Irwin, 2008).

South Carolina technical college: one of 16 colleges in the South Carolina Technical College System (SCTCS) that are strategically located throughout the state; are regionally accredited, public institutions with open-access missions, that grant degrees and certificates, have

community-responsive curricula, focus on teaching and learning, and are dedicated to furthering economic and workforce development in South Carolina (SCTCS, 2016).

Vocational colleges: See two-year colleges.

CHAPTER TWO

REVIEW OF THE LITERATURE

In a study that investigates working conditions of adjunct faculty in technical colleges, it is helpful to understand the history of two-year colleges. Equally important are characteristics of adjunct faculty and the context of their employment in two-year colleges. Likewise, a brief view into the recent advocacy efforts for adjuncts is useful.

For this literature review, I examined and analyzed previous research findings with regard to four categories: a) two-year college institutional characteristics; b) two-year college adjunct faculty characteristics; c) context of adjunct faculty employment; d) and adjunct advocacy.

Two-Year College Institutional Characteristics

Touted as a way to democratize higher education, two-year colleges took root in the early 1900's and grew to become the largest system of higher education in the United States (Brint & Karabel, 1989). During the birth of two-year colleges, college leaders did not set clear missions (Frye, 1992); instead university leaders, stimulated by their wishes to eliminate freshmen and sophomores from universities, perceived two-year colleges as an extension of high school and a route for the first two years of college (Brint & Karabel, 1989). This desire to eliminate lower classmen from universities also stemmed from the elitist attitude of these university leaders to remove "intellectually less capable students" from universities (Brint & Karabel, 1989, p. 24). Top university leaders continued to aggressively sponsor the development of junior colleges to "divert students away from their own institutions" (Brint & Karabel, 1989, p. 27).

Fluctuation and change have been distinguishing attributes of two-year colleges and their missions (Cohen & Brawer, 2008; Meier, 2013). Until religious entities, community agencies, and businesses began to sponsor the development of junior colleges, they lacked a clear mission and identity (Frye, 1992). The unspoken mission of two-year colleges as pathways to universities began to change into a mission of vocational education (Brint & Karabel, 198; Meier, 2013). Vocations became a focus in colleges, providing two-year colleges with a unique niche in the higher education arena. This new mission and focus of two-year colleges helped lessen the competition with four-year colleges and universities (Brint & Karabel, 1989). By the 1960s, the idea of a comprehensive curriculum that would serve a variety of needs of the community again changed the mission of two-year colleges (Meier, 2013). From junior colleges, to vocational colleges, to community and technical colleges, two-year colleges continued to revise their missions and names to correspond to state, business, and community demands (Meier, 2013). As opportunities for new programs and clients became available, two-year colleges altered their missions, which lead to “muddled identities” (Cohen & Brawer, 2008; Frye, 1991, p. 12).

Though missions of two-year colleges have drifted and transformed, common missions have included transfer education, vocational education, developmental education, general education, and community education (Collins & Collins, 1971; Cross, 1985). By the 1990s, colleges added community and workforce development to their missions (Dougherty & Bakia, 1999). These numerous and varied missions continue to dictate community college behavior (Meier, 2013).

With varying missions related to community needs, two-year colleges now offer programs for university transfer, as well as terminal vocational training for students of diverse ages, experiences, educational preparation, and cultures (Brint & Karabel, 1998; Levin, 2007; Malcolm, 2013). A multitude of factors drives students to community and technical colleges, such as open-access, low tuition, location, and flexibility of course offerings (Malcolm, 2013). The open-access policy of most two-year colleges allows enrollment of students regardless of academic preparation or economic status (Brint & Karabel, 1998; Murray, 2001). Offering low cost tuition, accommodating scheduling, well-situated locations, and widespread missions, two-year colleges provide a unique opportunity for first generation students, single parents, economically and educationally disadvantaged students, and students with full-time employment (Malcolm, 2013).

Students of color and low-income students enroll in elevated percentages, even those with high academic preparation (Malcolm, 2013). Studies have posited that lack of awareness of financial aid and perceptions of college costs have led to high proportions of attendance of students of color and low-income students in community colleges (Admon, 2006; Malcolm, 2013). Additionally, researchers have studied the influence of family and community on selection of a community college for higher education. Inadequate counseling from families and high school counselors has led a high number of students from underrepresented populations to community colleges (McDonough, 1997). Furthermore, these groups of students typically follow peers from their community to these colleges (Rosenbaum & Person, 2006). Students often select community colleges because of the convenient location near their community (Admon, 2006), the flexibility

of course offerings (Leigh & Gill, 2007), and the ability to quickly earn a certificate that will lead to an immediate job (Cohen, Brawer, & Kisker, 2013; Kane & Rouse, 1995). These characteristics of technical colleges have inhibited college choice among low-income students, first-generation college students, and students from underrepresented populations (Admon, 2006; Brint & Karabel, 1989).

The growing body of low-income, first generation, underrepresented populations of students in technical colleges require specialized support from faculty such as one-on-one interactions, engagement outside the classroom, hands-on materials, well-prepared learning environment, frequent communication, accommodations, and additional guidance (Allison, Lynn, & Hoverman, 2014; Eagan & Jaeger, 2008; Jacoby, 2006; Jaeger & Eagan, 2009). However, research has shown that adjunct faculty in technical colleges often lack material resources, training, and support needed to meet the specialized needs of these students (Allison et al., 2014). For example, adjuncts often lack a well-prepared learning environment due to last minute hiring and limited teaching materials (Antony & Valadez, 2002; Baldwin & Chronister, 2001; Coalition on the Academic Workforce, [CAW], 2012; Gappa & Leslie, 1993; Kezar & Sam, 2010). In other instances, adjuncts lack knowledge in teaching first generation college students and students from underrepresented populations (Umbach, 2007b). For many adjuncts, out-of-class time to build relationships, provide tutoring, and other guidance is limited due to lack of office space and pay for these opportunities (Gappa & Leslie, 1993).

Since adjunct faculty members teach a multitude of these students (CCCSE, 2014), and are vital to their success, understanding working conditions of adjunct faculty

is a worthwhile effort. Technical colleges' commitments to remain open-access colleges to serve people of their communities make the delivery of high-quality education a priority. Therefore, inequities between full and part-time faculty may be a threat to this quality education and the future of students enrolled in these institutions (Gappa & Leslie, 1993).

Two-year College Adjunct Faculty Characteristics

The varied missions of technical colleges have caused problematic identities for these institutions. In turn, the technical college faculty work force has reflected these changing identities and now lacks a clear and cohesive identity (Levin, 2013). As governmental pressures urged technical colleges to solve economic and social problems (Levin, 2013, p. 246), technical colleges adopted a managerial culture. This managerial style of operation created a divided work force between the full time and the adjunct faculty (Levin, 2013).

Called the “invisible faculty” (Gappa & Leslie, 1993), “roads scholars” (Kramer et al., 2014; Stephens & Wright, 1999, p. 6), temporary employees, contingent faculty, and “expendable academics” (Wallin, 2010), adjunct faculty members comprise over 70% of the two-year college faculty membership (Levin, 2013). Despite these negative labels and challenges, these faculty members are an indispensable part of the two-year college workforce (Stephens & Wright, 1999).

Hired on a temporary basis, without promise of a long-term position, adjunct instructors are typically compensated on a per course basis (Jolley, Cross, & Bryant, 2014). Their focus is teaching, but some also have advising and services roles (Schuster

& Finkelstein, 2006). Instructors are expected to work with a diverse group of students, who are often academically underprepared (Higgins, Hawthorne, Cape, & Bell, 1994), without training for working with this type of student population (Christensen, 2008). Most adjunct instructors are competent and committed to teaching (Cohen & Brawer, 2008; Leslie & Gappa, 2002); however, colleges are not empowering them to carry out their roles effectively (Christensen, 2008; CAW, 2012; Greive & Worden, 2000; Kramer et al., 2014).

Much of the literature on working conditions of adjunct instructors illustrates their dissatisfaction with low pay, lack of benefits, limited material and instructional resources, and inadequate connection to colleagues and college information (Antony & Valadez, 2002; CAW, 2012). Even with these undesirable work conditions, adjunct faculty members are overall satisfied with many facets of their teaching roles (Antony & Valadez, 2002; Antony & Hayden, 2011; Leslie & Gappa, 2002). Generally, part-time instructors are equally satisfied with jobs as full-time faculty (Antony, & Hayden, 2011). Furthermore, most adjunct instructors actually prefer to teach on a part-time basis and are not seeking full-time positions at colleges (Leslie & Gappa, 2002). In addition, Leslie and Gappa (2002) found adjunct faculty to be capable and conscientious professionals with “substantial experiences and commitment to their work” (p, 62).

In summary, technical colleges continue to hire adjunct faculty to meet college needs and adjunct faculty are overall satisfied with their roles. However, practices and policies of technical colleges may be constraining efforts of these faculty members.

Context of Adjunct Faculty Employment

Use of adjunct instructors has long been a practice in two-year colleges (Cohen et al., 2013). From the issuance of the Servicemen's Readjustment Act of 1944, otherwise known as the GI bill, and onward, community colleges experienced an enrollment surge. To meet these growing demands, community colleges looked for a faculty model to meet needs. Today, factors such as the need for specialized expertise in career fields and fiscal constraints continue to drive the hiring of adjunct instructors (Gappa, 1984; Green, 2007; Jaegar & Eagan, 2009; Levin, 2007; Schuster & Finklestein, 2006). Another factor creating an increased employment of adjunct instructors in two-year colleges is the need for flexible scheduling due to growing enrollments.

Meeting the Needs of Two-Year Colleges

The need for specialized expertise in career fields has created an increased use of adjunct faculty. Adjunct faculty members deliver current knowledge and specialized competencies to students, due to their roles within vocational fields (Greive & Worden, 2000). Part-time instructors who are working in their field often have special proficiencies and bring real-life experiences to the classroom (Green, 2007; Schuster & Finkelstein, 2006). However, frequently adjunct faculty members do not receive funding for professional development and therefore are not always current in their field, in new teaching strategies, new technology, or processes used in the college (Umbach, 2007a).

As two-year colleges expanded toward developing local and state economies through affordable training and education, fiscal constraints prevailed and accountability persisted, moving technical colleges toward neoclassical capitalism or consumer-

managerial models (Bragg, 2001; Levin, 2013). In addition, two-year colleges have faced cuts in federal, state, and local funding. Such changes have placed constraints on faculty labor (Levin, 2013) and relegated needs of faculty and learners to an economic perspective (Burke, 2005). A greater reliance on adjunct faculty has been one result of this new fiscal model (American Federation of Teachers, [AFT], 2009, 2010; CCCSE, 2014; Eagan et al., 2015). The low cost of hiring adjunct faculty makes the practice appealing to colleges when budgets are tight (Cohen et al., 2013). These part-time faculty members help colleges meet growing demands in a time when funding is declining (Wallin, 2007). However, Greive and Worden (2000) pointed out this low pay exploits the adjunct workforce, which can give rise to frustration, discontent, and turnover among part-timers (Tuckman & Tuckman, 1981). Technical college policies, such as pay inconsistency, that create disparity between adjunct and full-time instructors “have the potential to damage academic quality” and exploit the adjunct workforce (Gappa & Leslie, 1997, p. 1; Kramer et al., 2014). Moreover, technical colleges are operating under the presumed premise of cost savings associated with the use of adjunct faculty members (Finkelstein et al., 2016). Research has not fully explored this cost savings nor the full ramifications of the potential workforce market fluctuations (Finkelstein et al., 2016).

In addition to fiscal constraints, the need for flexible scheduling has created an increased use of adjunct faculty. Within the context of two-year colleges, adjunct instructors served a vital role in meeting the unpredictable semester-to-semester enrollment rates (Christensen, 2008; Umbach, 2007b). Open-access and the practice of late enrollment and registration for many two-year colleges created last minute hiring

issues. Moreover, students' desire to take online, evening, and weekend courses created the need for even more flexible scheduling options (Finkelstein, et al., 2016). Without adjunct instructors, two-year colleges could not meet these enrollment demands each semester (Levin, 2007; Wallin, 2010). This flexibility allows two-year colleges to meet educational and training demands of the community and local business and industry (Green, 2007). However, this practice of last minute hiring immediately places adjunct instructors at a disadvantage with little time to prepare and become acquainted with the curriculum (Baldwin & Chronister, 2001; Gappa & Leslie, 1993; Kezar & Sam, 2010).

Adjuncts Lacking Resources and Support

Adjunct instructors are meeting needs of specialized expertise for two-year colleges, fiscal constraints, flexible scheduling, and growing enrollments (Antony & Valadez, 2002; Baldwin & Chronister, 2001; Gappa & Leslie, 1993; Goldstene, 2015; Kezar, 2013a). However, these faculty members require support systems that are often absent in their work environment (Diegel, 2013; Wallin, 2007). Research literature has shown the need for orientation, communication, support, and resources.

Orientation for adjunct faculty provides faculty with information about the college and the department (Kezar, 2012) as well as social knowledge and skills necessary to assume their roles (Van Maanen & Schein, 1979). Greive and Worden (2000) indicated that a comprehensive adjunct faculty orientation is a contributing factor to college effectiveness. Through orientation sessions, colleges can help adjuncts to understand the college's missions and values and become better equipped to meet needs of students (Greive & Worden, 2000). Furthermore, research on orientations indicates less job

turnover and increased positive attitudes for employees (Cooper-Thomas & Anderson, 2006).

Research studies suggest colleges are not providing ongoing communication with adjunct faculty. This lack of communication leaves adjuncts without connections to college and departmental goals (Kezar, 2012), as well as connections to colleagues. Likewise, adjunct instructors are lacking power in social capital within the college because communication is inconsistent (Lane, Esser, Holte, & McCusker, 2010). This lack of communication leaves adjuncts feeling isolated, forgotten, and disconnected (Green, 2007), instead of feeling included and valued (Diegel, 2013; Gappa et al., 2005). Without connections and collegiality, adjunct instructors lose opportunities to learn ideas to improve teaching and share strategies for meeting students' needs (Gonzales & Terosky, 2016). On the practical side, studies indicate that adjunct faculty lack basic communication tools, such as college email or a mailbox (Diegel, 2013). In addition, many adjuncts lack face-to-face contact with colleagues and department chairs, leaving them without departmental knowledge and updates on the department (Diegel, 2013).

According to Kanter (1977, 1993), support is assistance from subordinates, peers, and superiors to help develop success characteristics. Kezar & Sam's (2010) study suggested adjunct faculty are receiving little support, even though lack of support can create poor conditions for teaching and learning and negatively influence student success outcomes (Eagan & Jaeger, 2008; Jacoby, 2006; Jaeger & Eagan, 2009). A study by Gappa, Austin, and Trice (2005) found that adjuncts lack support from their full-time

colleagues and administrators. Additionally, adjuncts indicated they felt isolated and invisible in their colleges.

Conley (2008) asserted technical college support practices could enable faculty to conduct their work in ways that lead to improved student learning and success. Support that provides faculty with knowledge of teaching strategies, course development, and student evaluation are necessary skills for faculty (Diegel, 2013; Penn, Wilson, & Rosseter, 2008). In addition, faculty may need assistance in creating environments conducive to teaching and learning (Diegel, 2013; Penn et al., 2008). Knowledge in content areas does not always translate into effective teaching; therefore, adjuncts may need support from colleges to accomplish their roles of teaching (Gappa, 1984; Stanley & Lumpkins, 1992)

Like orientation, communication, and support, access to material and instructional resources is necessary to the work of adjunct teaching. Studies show that adjuncts tend to have limited access to resources, such as personal office space, equipment, teaching supplies, technology, and other pedagogical resources (Gappa & Leslie, 1993; Jacobs, 1998; Street, Maisto, Merves, & Rhoades 2012; Wallin, 2007). Kanter (1977, 1993) argued that access to material resources impacts work attitudes and behaviors, resulting in feelings of powerlessness and often disengagement from the institution. Studies found that lack of material and instructional resources make it difficult for adjuncts to teach and promote student learning (Sarmiento, Laschinger, & Iwasiw, 2004; Stanley & Lumpkins, 1992) and are obstacles to faculty instructors' effectiveness and success (Diegel, 2013; Maxey & Kezar, 2015; Stanley & Lumpkins, 1992). Jacoby (2006) connected lack of

resources such as private offices, mailboxes, and telephones to reduced motivations and ability to support students outside of the classroom. Basic things such as supplies, administrative support, communication, office space, and professional development might assist part time faculty in increasing their teaching effectiveness, thus better meeting students' needs (Gappa & Leslie, 1993). Access to material and instructional resources ensures an employee the ability to perform productively in the work setting by having time and tools required for the job (Laschinger, Gilbert, Smith, & Leslie, 2010).

Due to decreasing governmental funding and continued need for flexible enrollment, it is unlikely that the adjunct workforce model will vanish from technical colleges (Kezar, 2013a; Umbach, 2007), even though research studies have shown negative consequences of increased use of part time faculty members (Eagan, & Jaegar, 2009; Maxey & Kezar, 2015). Therefore, it is important for researchers to understand working conditions that enable adjunct faculty to accomplish their work. In turn, colleges can improve working conditions for adjunct faculty (Benjamin, 2002). Two-year colleges have the ability to empower adjunct faculty members by providing a beneficial work environment that recognizes the value they bring to the college.

Adjunct Advocacy

For years, adjunct faculty members have raised objections about their low pay and poor working conditions (Antony & Valdez, 2002; Antony & Hayden, 2011; Street et al., 2012). Recently adjuncts have begun to advocate for themselves and their compromised working condition (Goldstene, 2015). In some regions of the United States, adjuncts have joined unions to obtain improvement in pay and working conditions (Conley &

Leslie, 2002; Street et al., 2012). In places where adjunct faculty members were unable to join unions, they have expressed displeasure of their exploitation through activism (Goldstene, 2015). For example, in 2009, adjunct faculty formed an advocacy group called the New Faculty Majority to “provide economic justice and academic equity for all college faculty” (New Faculty Majority [NFM], 2016b, para. 1). This group’s mission is to “improve the quality of higher education by advancing professional equity and securing academic freedom for all adjunct and contingent faculty” (NFM, 2016b, para.1). The New Faculty Majority is committed to “creating stable, equitable, sustainable, non-exploitative academic environments that promote more effective teaching, learning, and research” (NFM, 2016b, para.1) and is “part of the broader movement for human and worker rights” (NFM, 2016b, para.1). The seven goals of the NFM are: Equity in Compensation, Job Security, Academic Freedom, Faculty Governance, Professional Advancement, Benefits, and Unemployment Insurance (NFM, 2016a, para.1).

In addition to groups such as NFM, adjuncts are connecting online through AdjunctNation.com, LinkedIn groups, and Adjunct Action, to share their experiences. On February 25, 2015, adjuncts organized the first National Adjunct Walkout Day to stand up for themselves and other adjuncts in support of fair wages and better working conditions (Flaherty & Mulhere, 2015). Some colleges have taken notice and have made improvements in adjunct working conditions. However, we still need localized research to understand what improvements colleges can make to policies and practices to support adjunct faculty (Kezar, 2013a).

Chapter Summary

As the use of adjunct faculty expands in technical colleges, the literature on understanding adjunct faculty's working conditions requires expansion. In this literature review, I presented an overview of two-year colleges and adjunct faculty employed in those colleges. In addition, I presented the context of adjunct employment. I also described how advocacy efforts for better adjunct working conditions have begun.

Chapter Three will describe the methodology, theoretical framework, study setting, data collection plan, recruitment and selection of participants, data analysis, and boundaries for this study. Prior to detailing my research design, I will discuss my philosophical commitments to this work.

CHAPTER THREE

METHODOLOGY

Introduction

In this chapter, I provide a detailed description of my research design, including my methodology, theoretical framework, study setting, data collection plan, participants, and data analysis. Prior to detailing my research design, I discuss the philosophical commitments, or assumptions, that underpin this work.

As a reminder, the purpose of this study is to explore working conditions of adjunct faculty teaching English in South Carolina technical colleges. The primary and secondary questions for this study are

- How do adjunct faculty members describe their working conditions within their places of employment?
 - How do technical colleges provide adjunct faculty access to opportunity, resources, information, and support?
 - How can technical colleges support adjunct faculty?

Philosophical Commitments and Positionality

As a researcher, I can best describe my worldview as transformative (Guba, 1990), which means I am motivated by a social justice agenda and aim to transform society, organizations, and individuals. My research aims to reduce inequality in institutions by providing a venue for participants' voices. By confronting issues of oppression through the empowerment of participants, I strive to be change-oriented through my research (Habermas, 1972; Mertens, 2009). As a result, I ground my work in

my dedication to create an action-oriented agenda that will transform lives of participants and institutions in which they work. I aim to empower participants by providing an opportunity for them to share their concerns through my research and, in turn, encourage the kind of change necessary to ameliorate existing working conditions. By empowering participants, they can advocate for themselves in the future (Pasque & Carducci, 2015; Shields, 2012).

Epistemologically, I situate my research in the interpretive realm, which means I am most concerned with how people make meaning of their work situations. In this way, I am committed to producing knowledge situated in terms of participants' dynamic contexts and multiple realities (Hudson & Ozanne, 1988). Guided by my interpretive approach, I asked technical college adjunct faculty to describe their working conditions. With the support of Kanter's SET (1977, 1993), I was able to lean on established literature and theory to initially structure the conversation. I wanted to understand ways in which adjunct faculty perceived their working conditions and identify mechanisms to improve those conditions.

Researcher's Positionality

I recognize I cannot separate my background and prior experiences from my interpretations (Creswell, 2014). I must disclose my experiences and orientation that could influence my interpretation, approach, and bias in the study. My insider and outsider knowledge of and experiences in technical colleges in SC will allow me to expand interpretations by using the subjectivity of personal positionality as valid knowledge (Mayan & Daum, 2014). I am currently Department Chair for Public Service

Programs in a technical college in South Carolina. I hire, evaluate, and supervise full and part-time faculty at my college. My aspiration is to create a supportive and empowering environment for adjunct faculty in my college. My goals as an educational leader are 1) to provide support, resources, communication, and opportunities for adjunct faculty, 2) to help adjunct faculty develop success characteristics that will improve teaching and learning, 3) to understand what material resources faculty members need to effectively teach students, 4) to procure information adjunct faculty need to effectively execute their roles as instructors, and 5) provide adjunct faculty with opportunities for growth, recognition, and reward. Overall, I hope to gain knowledge from this research to create a supportive and empowered environment for adjunct faculty in my college.

As an administrator, I have a vested interest in gathering information about adjunct faculty and their working conditions in order to develop the practical knowledge to support them. I am often challenged to provide high quality working conditions for adjuncts due to fiscal constraints and college policies. The open-access policy of the college allows students to enroll throughout the year, which causes the creation of new class sections and last minute hiring of adjuncts. The late hiring of adjuncts leaves adjuncts in vulnerable situations because they are unprepared for teaching students and lack knowledge of the technology needed to use learning management and attendance systems. The college offers an orientation, but last minute hires often miss orientation and must wait until the next semester to be oriented to the college. I typically make time to orient adjuncts and work to prepare lessons and learning management shells for them. Even when I am aware of the need for a new adjunct, the hiring process is inefficient and

time-consuming, leading to shortened preparation times for new adjuncts. Furthermore, there is a lack of office space, so adjuncts do not have computers or places to work and meet with students. Material supplies for adjuncts are limited, so I often purchase items with my own funds to provide them with adequate supplies. Moreover, the low pay for adjuncts is concerning. Budget constraints prevent my requests for raises for adjuncts and I frequently have adjuncts resigning to accept higher paying positions. Many of these problems could be resolved. I hope that this study has succeeded in identifying real problems, interpreting needs, and determining what actions to take to achieve greater equity and empower adjuncts (Huang, 2010).

Prior to my role as a fulltime faculty member, I worked as an adjunct faculty member at my current college for three years, from 2004 to 2007. While I enjoyed my adjunct position, I did not feel empowered or supported to accomplish my teaching role in a meaningful way. I did not have office space nor a computer and had limited teaching materials. Additionally, the department head hired me at the last minute and assigned me to a classroom in a building separate from the department. The college did not provide me any administrative support and I was not included in departmental/divisional meetings or decision-making. Moreover, I lacked communication with colleagues and my supervisor. Therefore, I may have a more critical viewpoint, which could influence data coding and analysis process in this research study.

My first experience with junior colleges was the summer after I graduated from high school. I enrolled as a first-generation, low-income student. It was an unfamiliar atmosphere to me. I felt alone and embarrassed that I did not know how to navigate

processes of being a college student. Instead of having fond memories of this college, I have memories of fear, intimidation, and confusion. My memories do not include a faculty member who spent time with me to help me learn to be successful. Instead, I pretended I knew what to do and was able to make acceptable grades to transfer to a university.

With my experiences as a student, an adjunct, a fulltime faculty member, and a department head in technical colleges, my insider position brings me a great sense of the culture and language of technical colleges. I am able to understand the terminology and feel oriented to the dynamics within the technical college setting, thereby bringing a better understanding of the participants' viewpoints. My insider position will produce a more authentic, thick description of the participants' working conditions. In sum, my insider knowledge of and experiences in technical/junior colleges will affect my interpretation, approach, and bias in the study. Additionally, my outside role will influence this study.

In my outside role, as an administrator, I have beliefs and assumptions of what working conditions of adjunct instructors should look like. My knowledge and experience from working as an adjunct and reading research on adjuncts' needs has influenced my thoughts on what type of environment is conducive to adjunct work. However, since I am not currently an adjunct, I cannot fully understand needs of adjuncts, nor what they consider an appropriate, effective working environment. In addition, I wonder if adjuncts fail to ask for needed support and resources to seem competent and self-sufficient to their supervisors. Perhaps adjuncts want to please their

supervisors and not be a burden, hoping their supervisors will ask them to teach additional classes, continue employing them, or hire them fulltime. I recognize my insider and outsider knowledge of and experiences in technical colleges. As I interacted with participants during the interview process, I reflected and journaled my thoughts so the coding and data analysis revealed participants' ideas, voices, and needs. Within my analysis, I bracketed thoughts that reflected my mindset, position, and goals (Scheurich, 1995).

Methodological Choice

Congruent with my philosophical commitments, I used a critical advocacy methodology (Pasque & Carducci, 2015), which is a qualitative approach to research that is committed to transformation through advocacy. Pasque and Carducci's (2015) development of critical advocacy inquiry came after their realization that much scholarship lacked a purpose of advocating for social change or human justice. Moving beyond post-positivist and social constructivist paradigms, Pasque and Carducci (2015), created a multifaceted, research paradigm with methodological rigor. Critical advocacy is a vehicle to advocate and interrupt the dominant paradigms in education. Pasque and Carducci (2015) urge researchers interested in transforming education to engage in critical advocacy inquiry because it seeks to do more than expand understanding. Critical advocacy "seeks to advocate for change" (Pasque & Carducci, 2015, p. 284). Critical scholars strive to use their findings toward emancipatory and empowering ends (Pasque & Carducci, 2015). A critical advocacy approach addresses issues of "inequity and disparity" (Shields, 2012, p. 3), and compels the researcher to engage as an advocate.

In this case, I plan to use my research to advocate on behalf of adjunct faculty members. In terms of specific research design and data collection methods, critical advocacy can be understood as a form of participatory action research that usually incorporates interviews and other in-depth methods. When Pasque and Carducci (2015) introduced critical advocacy methodology, they proposed it as a way to study inequities with organizational settings. Therefore, I employed a critical advocacy methodology study, based on interviews to examine working conditions of adjunct faculty. Because existing literature on adjunct faculty in technical colleges is predominantly quantitative, this study contributes to qualitative literature on supporting adjunct faculty.

In general, critical qualitative researchers are committed to the pursuit of equity in educational settings through transformative scholarship (Pasque, Carducci, Kuntz, & Gildersleeve, 2012). By employing a critical advocacy approach, I understand typical structures and cultures that organize faculty work, especially adjunct faculty in community colleges, as structures of oppression and inequity (Kezar, 2013b; Kezar, Gallant, & Lester, 2011; Pasque & Carducci, 2015). Because I have developed a deeper understanding of the everyday experiences of faculty members, I can advocate change in policies and practices that limit them in accomplishing their work meaningful ways (Shields, 2012). Thus, critical advocacy methodologists encourage researchers to provide informational and other supportive tools that would empower participants to advocate for themselves (Pasque & Carducci, 2015). To ensure that this study is useful to participants, I explained my findings in an executive summary. This information is relevant to state

technical colleges and serves as an intervention for practice and policy change (Gonzales & Satterfield, 2013; Pasque et al., 2012).

Theoretical Framework

Miles and Huberman (1994) defined a theoretical framework as a product that “explains, either graphically or in narrative form, the main things to be studied – the key factors, concepts or variables – and the presumed relationships among them” (1994, p. 18). In examining factors related to adjunct employment, I recognized alignment with existing literature and components within Kanter’s (1977, 1993) Structural Empowerment theory. This alignment lead me to Kanter’s SET as a framework for understanding adjunct faculty members’ working conditions in South Carolina technical colleges. Prior to explaining, Kanter’s SET, I provide a brief introduction into the human relations movement that gave rise to Kanter’s theory.

Organizational theories and models have long influenced management in educational settings (Marion & Gonzales, 2014). The human relations theory of management developed and organizations placed more emphasis on needs of workers to increase productivity (Marion, 2002). Professor Elton Mayo began experiments in the 1920s to demonstrate the importance of people for productivity (Mayo, 1933). Within the human relations movement, another important study developed in the 1940s, Maslow’s Hierarchy of Needs (Maslow, 1943). Though not originally intended as a workplace theory, he later applied it to organizations and needs of workers (Marion, 2002). Another theory in Human Relations that evolved was McGregor’s theory X and theory Y, which demonstrated that motivators such as empowerment were effective for worker

productivity and satisfaction. McGregor's concept of motivation allowed people to grow and develop within organizations (McGregor, 1960). Research on social and psychological factors for workers found employee development and achievement to be motivating factors (Herzberg, 1966). With this focus on worker needs came recognition, advancement, and more responsibility. Later in the 1960s, researchers began to apply Herzberg's Hygienic Motivator model to school settings. Research on communication and informal, social groups, along with gender and cultural differences extended the Human Relations movement (Marion & Gonzales, 2014). The Human Relations movement continued to focus on needs of workers and organizations began to understand the importance of employee satisfaction and wellbeing in the workplace (Marion, 2002).

Out of this Human Relations movement came Kanter's SE theory, which she developed based on results from a five-year study, qualitative study of a large corporation. SET stands as one of the most basic frameworks to guide practice for organizational efficacy and employee empowerment (Lashinger et al., 2001; Laschinger et al., 2010; Sarmiento et al., 2004). Building on the Human Relations movement that began in the 1920s, Kanter (1977) brought an understanding of critical workplace gender equity issues, such as social isolation and gender stereotyping. Researchers have since applied her theory to the understanding of human resources in organizations (Ibarra, 2004) to empower employees to work innovatively and enthusiastically, instead of allowing organizational constraints to limit them.

Kanter (1977, 1993) identified four components - opportunity, resources, information, and support - as basic needs that must be satisfied for employees to feel

empowered. Kanter tended to use these four components to operationalize power in organizational settings (Kanter, 1977, 1993). When employees have access to power, as operationalized as these four components, they are able to accomplish work tasks effectively (Kanter, 1977, 1993). On the other hand, when employees experience limited opportunity, resources, information, and support, they are not empowered for full participation in the organization. Instead, employers place employees in constrained and disadvantaged working conditions (Kanter, 1977, 1993).

Opportunity

Kanter (1977, 1993) asserted that opportunities to grow, advance, and gain autonomy assist workers in carrying out job requirements effectively. Employees need assurance that they can expect opportunities for mobility and growth. Through training and professional development, organizations can help employees increase their skills and competencies. With increased skills and competencies, employees should be recognized and rewarded in ways that are valuable to employees. For employees who wish for the organization to promote them, opportunities should be available to move laterally and vertically. For employees who do not wish for the organization to promote them, organizations should provide opportunities for challenging and meaningful work. Organizations should also allow employees to earn autonomy as an alternative to promotion (Kanter, 1977, 1993).

Resources

Resources are the materials, supplies, money, and equipment required to achieve organizational goals. Resources bring power and motivation to employees. By providing

resources, organizations may empower employees to not only achieve organizational goals, but also become effective in their individual work roles. However, without proper resources, employees are limited in their work effectiveness (Kanter, 1977, 1993).

Information

Access to information can also empower employees (Kanter, 1977, 1993; Laschinger, Finegan, & Shamian, 2001). Information is the knowledge of the organization's philosophy and policies. Information also includes written and oral communication such as meetings, conversations, emails, websites, and written documentation. Supplying information to employees may enrich their ability to contribute to the organization's goals, mission, and initiatives. Additionally, information about all facets of the organization is necessary to perform one's job successfully (Kanter, 1977, 1993; Nedd, 2006). Lastly, access to information about the organization can lead to increased job satisfaction and autonomy (Kanter, 1977, 1993; Laschinger et al., 2001).

Support

Furthermore, support to employees via guidance, advice, and assistance from subordinates, peers, and supervisors may assist them in accomplishing their work. Employees need support for their job responsibilities. Without support, employees can feel powerless. When employers provide support, employees can help organizations achieved its goals (Kanter, 1977, 1993).

Empowerment

When employees have access to power components, such as opportunity, resources, information, and support, they become empowered (Kanter, 1977, 1993). Empowerment is the capacity to access and mobilize sources of organizational power to accomplish work (Kanter, 1977, 1993). Empowerment promotes feelings of competence, autonomy, and significance and can foster commitment and accountability to the organization (Degner, 2005; Kanter, 1977, 1993). Lack of empowerment can erode work satisfaction and overall organizational effectiveness. Blocked opportunities can waste human talent and leave the organization with powerless, disadvantaged, and underemployed workers (Kanter, 1977, 1993).

In using Kanter's theory as a framework for this study, I investigated adjunct faculty members' access to opportunity, resources, information, and support. Kanter's theory can have an implication for how faculty members accomplish work in meaningful and effective ways when technical college policies and practices empower and support faculty. Without access to these components, faculty may not perform their jobs as successfully as faculty with access may (Nedd, 2006). "The degree to which the opportunity to use power effectively is granted to, or withheld from, individuals is one operative difference between those companies that stagnate and those that innovate" (Ibarra, 2004, p. 110).

Adjunct instructors encounter many technical college practices and policies that "have the potential to threaten student success" (Kezar & Maxey, 2014, p. 33); therefore, research on adjunct instructors' working conditions is integral to ensuring teaching

effectiveness and student learning. Instead of experiencing powerlessness, adjunct faculty members may become empowered when technical colleges grant them access to resources, information, opportunity, and support. Colleges have the ability to support adjunct faculty by providing empowerment components and resources needed to create supportive work environments. By ignoring access to empowerment components, technical colleges may negatively influence meaningful and effective work for adjunct faculty members and furthermore influence student success (Laschinger et al., 2001; Sarmiento et al., 2004). Power, provided through material resources, information, and support, can permit employees to act within constraints of the organization (Kanter, 1977, 1993).

Study Setting

I chose the South Carolina Technical College System as the setting for my study. After approval from Clemson's Institutional Review Board (IRB), I contacted SCTCS's Human Resource department to gather data on faculty employment numbers for each college. See Appendix A for a copy of the IRB Approval. Sixteen technical colleges reside in this system and approximately 60% of faculty members in this system are adjunct instructors (SCTCS, 2017). The large percentage of adjunct faculty makes the SCTCS a viable setting to query adjunct faculty on their working conditions in their roles as instructors. Since I chose the South Carolina Technical College System (SCTCS) as the setting for my study, I provided a history of the system.

To attract industry to the state, South Carolina (SC) created the South Carolina Technical College System in 1960. The philosophy of the State Committee for Technical

Education's (SCTE) was "Every South Carolinian shall have the right to seek his or her own natural destiny" (SC Tech System, 2013, November 13, 11:02). The SCTE's plan was to have a college within 30 minutes' drive of every South Carolinian's home. The SCTE committee also agreed that this education would be accessible to every South Carolinian. The idea was to bring in industries from the northeast by agreeing to study their processes and create programs that would educate students to execute these processes (SC Tech System, 2013, November 13).

Prior to 1960

Prior to formation of the State Committee for Technical Education, Ernest F. "Fritz" Hollings promised if elected Governor, he would attract new business and industry to SC. When SC voters elected him in 1958, he appointed state senator John West as head of a committee to research the possibility of technical training in SC. This committee found that people of SC required training for skills necessary to attract business and industry to the state. Based on the committee's findings, "the legislature passed an appropriations bill and created a State Advisory Committee for Technical Training" (Wolf & Shurley, 2012, p. 14). Wade Martin, a key visionary in the creation of North Carolina's technical college system, led the development of the South Carolina Technical System (Wolf & Shurley, 2012).

Before technical colleges, SC was an agrarian state and textile manufacturing was the primary industry. However, in the 1950s and 1960s, jobs were no longer plentiful as the economy changed from agricultural to mechanization. People began to leave SC to gain employment and education. Governor Hollings saw the need to turn "farm hands

into factory hands” (SC Tech System, 2013, November 13, 2:49). Yet South Carolina lacked the educated workforce to attract new industry. At that time, less than 5% of all high school graduates in SC went to college. Those who obtained a college education typically left the state for employment (SC Tech System, 2013 November 13). South Carolina was in a dire economic situation (SC Tech System, 2013 November 13).

The 1960s

Greenville County in South Carolina, was first to apply for an educational center. Ernest F. Hollings, Jr, Governor of South Carolina in 1962, spoke at the dedication of the first education center, Greenville Technical Education Center (GTEC) (Wolf & Shurley, 2012). Governor Hollings remarked at the dedication,

Today marks the beginning of a new educational age for the people of South Carolina. We are moving forward as never before in our history...No longer quiet and self-satisfied, our cities and towns are alert to a new potential. They are determined to make South Carolina a productive community consonant with the technological needs of a new age. (Wolf & Shurley, 2012, p. v)

On September 15, 1962, the first of the 16 technical education centers opened, Greenville Technical Education Center (CTEC). Transformed from a city dumpsite to the first Technical Education Center (TEC), this “center consisted of one building, 12 full-time instructors, 20 part-time instructors, and three administrators” (Wolf & Shurley, 2012, p.17). The State Committee for Technical Education named Dr. Thomas E. Barton the first director of the center and he set on a quest to have the finest technical school in

the South with high-quality education that would prepare students to meet workforce demands (Wolf & Shurley, 2012).

As promised, Governor Hollings convinced dozens of Northern industries to move to SC and the companies created many jobs because of the training at the first Technical Education Centers (SC Tech System, 2013 November 21a). His sales pitch to the industries was “the 100 days promise” (SC Tech System, 2013 November 21a, 12:11). Governor Hollings promised Northern industries if they moved to SC, he would ensure their factories and a trained workforce would be ready by 100 days (SC Tech System, 2013 November 21a). The idea of Special Schools (now called readySC™) facilitated the fulfillment of this promise. The Special Schools portion of the TEC held industrial “crash training courses” (SC Tech System, 2013 November 13, 15:15) to quickly prepare people to work by training them to perform processes needed for these new industries. The Special Schools held courses throughout the week and around the clock to ensure course schedules met students’ needs so training could occur quickly.

From the typewriter industry to the helicopter industry, SC lured new industries with the 100 days promise. As technical schools trained people and industries employed the trained people, the technical schools became an immediate success. Near the end of the 1960s, enrollment expanded and SC continued its plan to build more Technical Education Centers across the state. The TECs were fundamental in improving South Carolina’s economy as the decline in textile and agriculture industries continued. Technical Education Centers’ promises of prepared workforces continued to attract new industries to SC (SC Tech System, 2013 November 21a).

The 1970s

In 1972, the South Carolina General Assembly passed legislation for TEC schools to become comprehensive technical colleges. However, the technical school name was not favorable to families who wanted their children to move beyond vocations to transfer to four-year colleges. Therefore, the technical system hired Dr. James Morris to change the public perception of TECs from schools to colleges. Dr. Morris immediately worked to gain accreditation from the Southern Association of Colleges and Schools. Through his work, TEC schools also added general education programs. Although the emphasis changed somewhat for colleges, companies continued to move into SC and the vocational aspect of technical colleges remained a strong part of the focus. South Carolina developed an image of the best technical college system in the country. Companies began to look to SC technical colleges for continuing education for their current employees and the colleges met those needs. The relationship between SC technical colleges and local companies led to the creation of a seamless process from training to employment to continuing education. This process allowed companies to expand and become sustainable (SC Tech System, 2013 November 15).

The 1980s

By the 1980s, 16 technical colleges were part of the South Carolina Technical College System. The emphasis was on creating programs for the technology age, such as robotics. The theme was “Design for the 80’s” and the focus on high technology brought in large companies, such as Michelin. In addition to the technology focus, all 16 colleges added transfer programs in 1989. Against the desires of some four-year colleges and

universities in the state, the Commission on Higher Education approved college transfer programs (SC Tech System, 2013 November 17).

The 1990s

In the 1990s, technical colleges were still struggling to gain respect as colleges. With the addition of transfer programs, technical colleges enhanced their credibility by employing more highly credentialed faculty. Transfer education allowed students to transfer some courses to four-year colleges. Though transfer education increased and missions broadened, technical colleges kept their original mission of bringing business and industry to SC and creating a prepared workforce (SC Tech System, 2013 November 18).

The 2000s

The 2000s brought the biggest changes in the SCTCS. The Department of Commerce let the SCTCS know that some industries were concerned about the term “Special Schools.” The industries’ feedback was that the term “Special Schools” lacked a connotation of quality, so SCTCS changed the name to readySC™. The next change came in 2003 when Spartanburg Technical College changed its name to Spartanburg Community College. Against the wishes of SC legislators, Spartanburg Technical College allowed industry and business leaders’ opinions to direct this change. Another change came in 2007 when European business leaders managing businesses in SC brought the idea of apprenticeship to SCTCS. From these business leaders’ ideas, SCTCS created Apprenticeship Carolina™, which combined theory and hands-on training, with students working with local businesses.

As relationships with business and industry grew, relationships with universities began to cultivate. The University of South Carolina (USC) created a bridge program with Midlands Technical College which allowed a seamless transfer from technical college to the university. In years following, Clemson University followed and created a bridge program with Tri County Technical College. As new programs emerged, the state fell into a recession and cut budgets for technical colleges. Colleges increased tuition for students to offset these budget cuts. Colleges additionally reduced services, staff, fulltime faculty, and administration to meet budget needs (SC Tech System, 2013 November 21b).

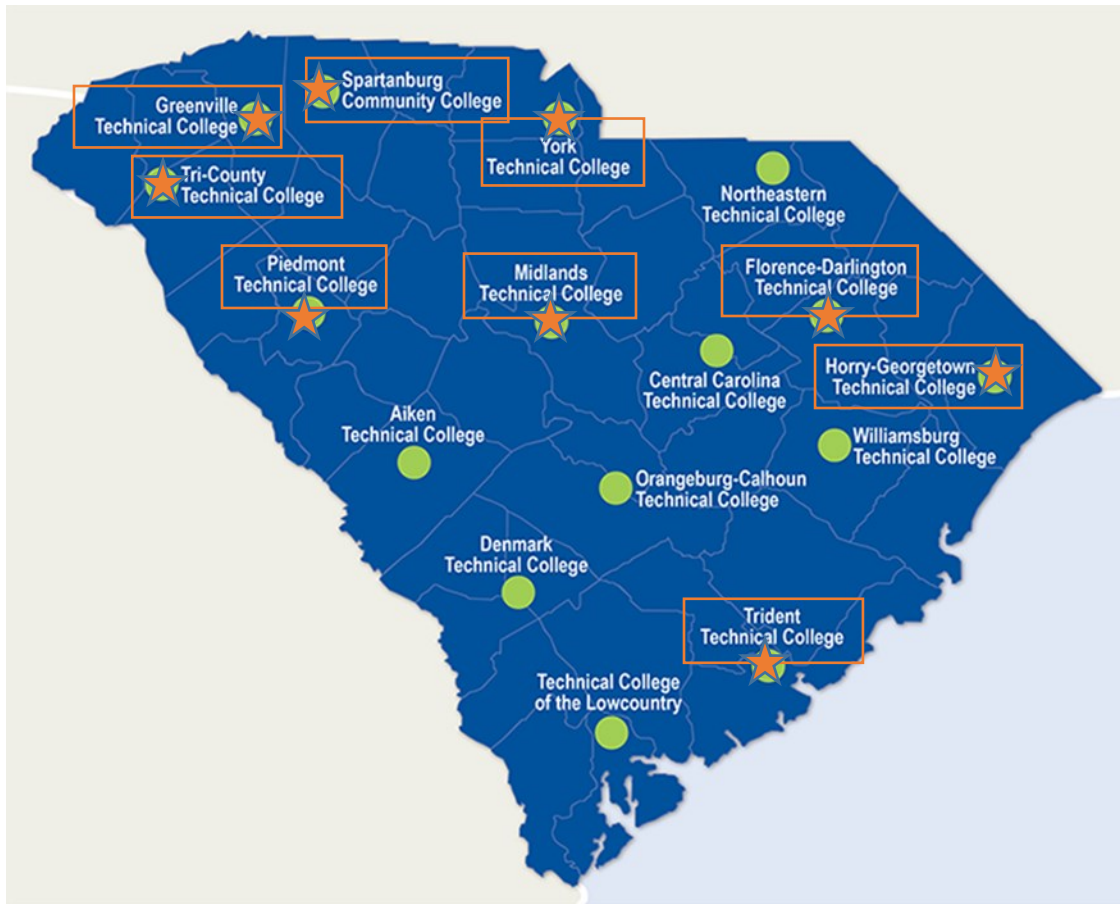
A high point for SCTCS came in 2012 when Boeing, a company that chose to move its plant to SC because of the reputation of the readySC™ program, rolled its first aircraft out onto the runway. SCTCS had trained over 5000 people to work at Boeing. As the SCTCS moved forward, a positive impact was made for industries, the state, and the people of SC (SC Tech System, 2013 November 26).

Current Times

Today, the SCTCS is comprised of 16 colleges intentionally located across the state. SCTCS is the state's largest higher education system and enrolls more of the state's undergraduates than all other public higher education institutions combined. SCTCS's vision is to "lead the nation in delivering relevant and effective programs that advance workforce development, promote economic development and ensure attainment of student learning goals" (SCTCS, 2016, para. 5). SCTCS's mission is to provide "learning opportunities that promote the economic and human resource development of the state"

(SCTCS, 2016, para. 6). The SCTCS is committed to advancing economic and workforce development in South Carolina by educating over 250,000 South Carolinians each year. Throughout the years, SCTCS has dedicated itself to quality education that is accessible and affordable. Furthermore, the system continues to build SC's workforce to meet demands of area businesses and industries. The readySC™ and Apprenticeship Carolina™ remain strong programs that draw new companies to SC (SCTCS, 2016).

For this study, I selected nine of the 16 technical colleges to invite to participate, Florence-Darlington, Greenville, Horry-Georgetown, Midlands, Piedmont, Spartanburg, Tri-County, Trident, and York. See Figure 3.1. The rationale for selecting these nine colleges is that these colleges represent the largest number of full-time and adjunct faculty in the SCTCS. Additionally, these colleges are located in a variety of geographic regions and therefore represent a wide-ranging view of faculty members across the state. I provide Table 3.1 as an overview of the nine technical colleges invited to participate in this study. In Appendix B, I give a description of the participating colleges.



*Figure 3.1: Colleges in the South Carolina Technical College System With Colleges Invited to Participate Highlighted. From South Carolina Technical College System. (2016). *Our colleges*. Retrieved November 13, 2016, from <http://www.sctechsystem.edu/colleges.html>*

Table 3.1

Overview of Nine Technical Colleges

College	Year Opened	Approximate Number of Students Enrolled	Number of Faculty	Number of Adjunct Faculty	Percentage of Adjunct Faculty
Florence-Darlington	1963	6,215	337	238	71%
Greenville	1962	12,592	807	484	60%
Horry-Georgetown	1966	9,800	349	187	54%
Midlands	1963	10,749	689	460	67%
Piedmont	1966	5,703	247	142	57%
Spartanburg	1963	5,495	266	149	56%
Tri-County	1962	7,250	386	257	67%
Trident	1973	13,561	603	307	51%
York	1964	5,061	328	208	63%

Data Collection

My data collection plan included two phases and two strategies. First, I administered an Online Intake Survey (See Appendix C) to all English adjunct faculty members employed at Florence-Darlington, Greenville, Horry-Georgetown, Midlands, Piedmont, Tri-County, Trident, and York Technical Colleges, and Spartanburg Community College. The goal of the survey was to recruit faculty for the study and collect demographic, work experience, and educational information. The online intake

survey asked personal background questions about gender, racial identity, and age range. The survey also contained questions about professional background such as colleges of employment, years of experience teaching at present college, and years of experience teaching at the college level overall. Lastly, the survey contained questions about current employment status and contact information.

In the second phase of my study, I conducted interviews to understand adjunct faculty members' working conditions in their places of employment. The interview protocol (See Appendix D) contained a series of open-ended questions and specific probing interview questions to "increase the richness and depths of the responses and give cues to the participant about the level of response that is desired" (Patton, 2002, p. 346).

The interview protocol included segments reflective of Kanter's empowerment structure categories: opportunities, resources, information, and support. I included a description of each empowerment structure category to provide participants with an understanding of the context of questions within each section. Within each category, I included approximately two to three questions, for a total of 11 open-ended questions. To address specific aspects of faculty employment, I included questions from previous literature related to adjunct faculty (Allison et al., 2014; Kezar & Sam, 2010, Virginia Community College System, [VCCS], 1997). These questions fit within Kanter's four categories, but related to faculty employment. For example, in the category of opportunity, I created a question related to salary increases and promotion. In the area of resources, I developed an interview question related to material supplies and professional

development. I also utilized Gappa and Leslie's (1993) interview questionnaire based on their concerns about policy and practice regarding part-time faculty in colleges to develop the probing interview questions. After creating the interview questions, I crosschecked the interview questions for alignment with Kanter's theory and the research questions. In Appendix E, I displayed a matrix of this alignment. The matrix presented three research questions that served as the foundation on which the interview questions were designed (Anfara, Brown, & Mangione, 2002).

Participant Recruitment and Selection

English Composition is a required course for associate degrees and is transferable to four-year colleges in the state. As mentioned prior, English Composition is a gateway course for most majors in South Carolina technical colleges. Completion of gateway courses is critical for students to move toward degree completion (Collins, 2013). Thus, it was vital to examine adjunct English instructors' working conditions in their places of employment. Therefore, I limited my inquiry to English Composition adjunct instructors.

My study was set in the state of South Carolina. I invited adjunct faculty who taught English Composition in the following colleges in the South Carolina Technical College System to participate Florence-Darlington, Greenville, Horry-Georgetown, Midlands, Piedmont, Spartanburg, Tri-County, Trident, and York. These colleges had a large number of adjunct instructors. In addition, English departments typically have a larger number of faculty compared to other departments, which made a sample of this population of adjunct faculty more accessible. Therefore, I was able to locate at least one participant from five different colleges.

To invite adjunct faculty members who taught English Composition courses to participate in the study, I first obtained the email addresses of English Department Heads at each college via the college website. By email, I requested English Department Heads to either send me email addresses for English adjunct instructors or forward my invitation to participate with the Informed Consent to the adjunct instructors. Only once did an English Department Head send the adjunct faculty members' email addresses. On that occasion, I electronically sent each instructor the IRB approved Participation Recruitment Email (See Appendix F) and a link to the Online Intake Survey for the study. I attached the IRB approved Informed Consent (See Appendix G) to the email to inform participants of the details and purpose of the study. In the instances where the English Department Heads emailed the information to the adjunct faculty, all this identical information was included.

As adjuncts completed the Online Intake Survey, I selected participants from each college. My selection criteria included: participants from diverse demographic backgrounds, work experience, employment status, and aspirations to bring a variety of perspectives to the study. From the Online Intake Surveys, I attempted to select an equal number of male and female participants, but had a lower number of males than females. Additionally, I selected participants based on their age ranges, choosing as diverse of a group as possible. The intake survey also asked information about the number of years adjuncts taught at their current colleges and the total number of years taught throughout their entire careers. From this participant pool, I was able to select participants with various years of teaching experience. Another area of interest was the adjuncts'

employment status. I looked for a combination of adjuncts who: 1) did not have a full time job outside the college, but wanted a full time job at the college; 2) did not have a full time job outside the college and did not want a full time job at the college; 3) had a full time job outside the college, but wanted a full time job at the college; 4) and had a full time job outside the college and did not want a full time job at the college. From the 17 total number of adjunct faculty who responded, I selected 12 or 71% to participate. Two adjunct faculty and I were not able to coordinate schedules to initiate the interviews, so I ultimately interviewed 10 of the selected 12 faculty members. Table 3.2 describes the participants and their employment statuses and aspirations. I contacted each one via email or phone call to set dates and times for interviews. To encourage participation, I offered participants a \$25 Amazon gift card as an incentive.

I engaged adjunct faculty members in interviews that lasted between 30 and 45 minutes. The interview protocol led the adjunct faculty through questions framed by Kanter's (1977, 1993) components, but was open-ended enough to allow faculty to construct their own stories about their working conditions. In these conversations, we discussed working conditions, as well as access to opportunities, resources, information, and support. We also discussed needs of adjuncts in these areas and ways colleges could better support adjunct faculty members. By using a semi-structured interview format, adjunct faculty members were able to interject information unrelated to Kanter's (1977, 1993) components. To be mindful of my ethical responsibility to protect the participants, I did not disclose the names of the colleges or the individuals. Although, I listed the name of the colleges I invited to participate, I did not disclose which colleges chose to

participate or from which colleges the adjunct faculty volunteered to complete the intake surveys. I identify participants by pseudonyms in Table 3.2.

Table 3.2

Participant Profile Chart

Pseudonym	Gender	Race	Age Range	Total Number of Years Taught Throughout Entire Career	Number of Years Teaching at Current Technical College	Employment Status*
Ned	Male	White	60-64	10+	1	●
Tess	Female	White	60-64	1-2	1-2	●
Adele	Female	White	45-49	2-5	2-5	◇
Yolanda	Female	White	65+	5-10	5-10	●
Andi	Female	White	30-34	2-5	2-5	▲
Nancy	Female	White	40-44	1-2	1-2	●
Renee	Female	Black	50-54	2-5	2-5	□
Edgar	Male	White	65+	5-10	5-10	●
Sheree	Female	White	45-49	10+	10+	▲
Shawn	Male	White	65+	10+	2-5	●

Note. Employment Status Key: ◇ - Does not have full time job, wants full time job at college; ● - Does not have full time job, does not want fulltime job at college; ▲ - Has full time job, wants full time job at college; □ - Has full time job, does not want full time job at college.

Data Management and Analysis

After each interview, I transcribed the audio-recording. Next, I read each transcription to review the interview and gain an overall sense of the participant's perspective. Prior to coding, I emailed an electronic copy of the transcript to the participant to employ member checking (See Appendix H) and to be certain I captured each participant's perceptions correctly. If the participant requested any corrections, deletions, or adjustments, I would have made those changes (Creswell & Miller, 2000; Lincoln & Guba, 1985); however, no participants requested any changes to transcripts. Therefore, I printed hard copies of the transcripts, reread transcriptions, and began to code data manually, line by line. As I conducted interviews, transcribed data from audio recordings, received verification from member checks, I coded the data.

I used two approaches for data analysis. First, I used deductive coding. Specifically, Kanter's Structural Empowerment theory (1977, 1993) provided an initial lens for organizing my interview data and helped bring structure and order to my qualitative data set (Anfara et al., 2002; Miles & Huberman, 1994). Miles and Huberman (1994) recommended using a study's conceptual framework as a beginning place for deductive analysis, especially when the study's research questions relate specifically to the conceptual framework. Therefore, I began with initial codes related to Kanter's SET for the deductive phase of my data analysis.

I took notes and color-coded words and phrases that related to Kanter's four components (opportunity, resources, information, and support) and my research questions (Saldaña, 2009). I used Kanter's study (1977) and studies on college faculty to qualify

data points into each of Kanter's elements (Laschinger, et al., 2001; Laschinger et al., 2010; Sarmiento et al., 2004). Table 3.3 provides examples from the data for each code.

Under the code of *opportunity*, I examined data for opportunities related to: mobility within the college, pay increases, promotions, rewards, recognitions, employment security, challenges, special assignments, participation in decision-making, and autonomy. I also reviewed data for opportunities to increase skills and knowledge through professional development. I highlighted these words and phrases in pink. For the code of *resources*, I reviewed data for statements concerning office space, technology, teaching materials, office supplies, and other job aids. I highlighted these words and phrases in green. The code of *information* included communication needs such as orientation, access to policies and procedures, news about college initiatives and student resources, inclusion in college, divisional, and department meetings, discussions with other faculty and supervisor, and other informational practices. I highlighted these words and phrases in yellow. Under the code of *support*, I examined data for support related to mentorship, peer and supervisor alliances, administrative assistance, feedback on performance, and encouragement. I highlighted these words and phrases in blue.

Table 3.3

Examples of Deductive Codes

Opportunity	Resources	Information	Support
Fulltime jobs are few and far between	Have shared office space	Had helpful orientation	Want emotional support
No opportunities to attend conferences	Need private space to meet with students	Not invited to department meetings	Need support to work with underprepared students
Same pay rate for last 6 years	Need access to printer and copier codes	Desire more face-to-face conversation with colleagues	Have peer faculty support for courses
No guarantee of work from semester to semester	Provided basic teaching supplies	Need information on learning management system	Do not want any support – just wish to teach my class and leave
No awards or recognition	Given textbook, syllabus, markers	Lots of emails	Good support services for students to indirectly support teaching
Not easy to advance	Used to teaching with bare bones	Informal gathering at end of semester	

Note. Examples from first iteration of data coding using Kanter's Structural Empowerment theory as an initial lens

During the analysis process, I identified one-hundred and fifty significant statements in the data. These statements were descriptive segments that summarized the data. Through deductive coding, I coded 119 of these statements within the context of Kanter's four components of *opportunity*, *resources*, *information*, or *support* (Miles & Huberman, 1994). While Kanter's components of opportunity, resources, information,

and support provided me with an initial lens, in my second approach to data analysis, I looked for competing deviations, elaborations, and additions to and from Kanter's theory in the other thirty-one significant statements. Miles and Huberman (1994) suggested an unstructured, open coding process follow the deductive coding phase. This inductive phase can uncover ideas beyond those related to the conceptual framework (Miles & Huberman, 1994). Moreover, I re-examined the 119 statements already coded into Kanter's components to look for further themes. I color-coded words and phrases unrelated to Kanter's components in orange. To identify words and phrases unrelated to Kanter's components, I compared data with the code definitions and previous deductively coded phrases. Using these code definitions and coded phrases, I began a list of data unrelated to the four Kanter components. Specifically, I located data such as, "someone to listen to," "a sense of value," "wish people knew my name," and "I want to be respected and appreciated." This type of data suggested a more personal focus and less of an organizational focus. Other data unrelated to Kanter's components had a social justice feel with participants reporting being, "treated abominably" and "discriminated against." By remaining open to collapsing and deleting codes, as I analyzed each transcript, I was able to look beyond Kanter's components and identify new insights (Miles & Huberman, 1994).

After identifying data unrelated to Kanter's four components, I transferred all of the coded data to an Excel spreadsheet to group data for further analysis. See Appendix I for a sample list of coded statements from participants. I reviewed participants' coded statements to look for reoccurring patterns of meaning to unify their voices and capture

their experiences (DeSantis & Ugarriza, 2000). As I analyzed statements and began to identify patterns, I developed categories within each coded area to group and bring order to the data (Anfara et al., 2002; DeSantis & Ugarriza, 2000; Miles & Huberman, 1994). See Appendix J for a list of categories. Among these categories, I further explored data to identify themes that captured the nature of the whole experience for adjuncts (DeSantis & Ugarriza, 2000). I read and processed codes, statements, and categories to extract embedded themes within the data (DeSantis & Ugarriza, 2000). By unifying categories, I interpreted the buried meaning behind the data (DeSantis & Ugarriza, 2000). I noticed a disconnect in the data between *basic* access to information, resources, opportunity, and support and *quality* access to these components. The data showed some adjunct faculty had basic access to information, resources, opportunity, and support. However, most faculty did not feel empowered by these components in their working conditions. The level at which they were able to consume or utilize these components in their work environments were not at a worthwhile level. Instead, adjunct faculty felt invisible and powerless in their work environments. Within the data, I captured a sense of a dismissive working environment. The participants described how colleges were attempting to meet the needs of adjunct faculty, but fell short of meeting these needs with their top-down approach. The data showed a lack of input from adjuncts into the policies and procedures related to adjunct employment. Further, the colleges were not utilizing the full potential and talent of the adjunct faculty, leaving them feeling disrespected and unvalued.

As I continued to interpret data and produce meaning, I addressed reflexivity by keeping notes from each interview and writing a reflexive journal. I thought critically

about this work and reflected on my own assumptions and preconceptions. Further, I reflected on how I related personally to participants and their working conditions to situate myself further within the research. In the journal, I reflected on the study's research questions and my code choices. In addition, I reflected on future direction and implications for the study and advocacy opportunities (Lincoln & Guba, 1985; Saldaña, 2009). Following the last interview and data analysis, I reviewed coded data to verify that I accurately coded data within Kanter's (1990) four categories of empowerment and any additional codes that I located during the analysis. To present the process of data consolidation and interpretation, I created a code map. This map provides an explanation of the alignment among the codes, themes and research questions (Anfara et al., 2002). See Appendix K for the Code Mapping.

Trustworthiness

To ensure trustworthiness, I invited a second researcher to code data, review coded data, compare with my coding, and together check for any discrepancies (Creswell & Miller, 2000). To organize my findings and provide a rich, thick description for additional trustworthiness (Creswell & Miller, 2000), I displayed illustrative quotes mapped onto a chart featuring Kanter's components and additional codes incorporated into the analysis (Anfara et al., 2002; Denzin & Giardina, 2014; Gale, Heath, Cameron, Rashid, & Redwood, 2013). Furthermore, I employed member checks to establish credibility and to ascertain that I captured each participant's perceptions correctly (Creswell & Miller, 2000; Lincoln & Guba, 1985).

Boundaries of Study

Some of this study's boundaries include: sample type and size, self-reports from participants, and use of deductive coding. Technical colleges in other states cannot generalize results from this study because I used a small, convenience sample of adjunct instructors who teach in the South Carolina Technical System. Additionally, this study is not generalizable to all adjunct instructors in South Carolina because my sample included only instructors who taught English Composition. However, through theoretical generalization, other states could use this theory and methodological approach to replicate this study. Furthermore, researchers could apply this information found beyond this particular case with faculty from other disciplines (Eisenhart, 2009). With interviewing, there may be a potential for validity problems. Participants may not want to reveal negative information about their colleges. Unlike most qualitative data analysis, I analyzed data with a deductive method using a priori codes derived from Kanter's Structural Empowerment theory. Limiting codes might have left out valuable findings. To try to avert this problem, I looked for themes or patterns beyond Kanter's four components.

Chapter Summary

I used a qualitative critical advocacy approach to examine how adjunct English faculty members in SC technical colleges describe their working conditions. To provide a localized perspective for this study, I described the history and current status of South Carolina technical colleges. Using Kanter's theory of Structural Empowerment as a framework, I created open-ended questions to conduct semi-structured interviews to

collect data. I invited English Composition adjunct instructors in SC technical colleges to participate in interviews. Using deductive coding, informed by Kanter, I coded and analyzed data, and responded to my research questions. Using inductive coding, I examined the data for additional codes and categories.

In chapter four, I present results from my analysis of data collected during interviews with adjunct faculty who teach English at South Carolina technical colleges where I will present significant themes related to adjunct working conditions.

CHAPTER FOUR

RESULTS

In this chapter, I present the findings from my interviews of 10 adjunct English faculty at South Carolina technical colleges. The study's primary research question was, "How do adjunct faculty members describe their working conditions within their places of employment?" Secondary research questions included, "How do technical colleges provide adjunct faculty access to opportunity, resources, information, and support?" and "How can technical colleges support adjunct faculty?" I analyzed transcripts from adjunct faculty interviews. Using deductive and then inductive coding, I identified significant themes related to adjunct working conditions.

In the following paragraphs, I discuss findings by way of Kanter's SET. I also provide adjunct faculty's descriptions of their working conditions and their perceived access to opportunities, resources, information, and support. Additionally, I describe ways in which adjunct faculty feel technical colleges could better support them.

Kanter and Basic Empowerment Components

Kanter believed four major components - opportunity, resources, information, and support - constituted empowerment for employees. Coming from a Human Relations perspective, Kanter's (1977, 1993) SET provided an approach for organizations to position employees to accomplish their work in effective ways. Findings from this study confirmed Kanter's argument that access to opportunity, resources, information, and support empowers employees or adjunct faculty. However, findings indicated the type and quality of empowerment components provided by the colleges did not always meet

the needs of adjuncts. Moreover, I uncovered additional themes from the data that extended beyond Kanter's SET. Following a discussion of findings by way of Kanter's SET, I will present themes of quality access on campus, integration of adjunct faculty, and dignity in the workplace.

Technical colleges have begun to make advances in policies and practices in adjunct employment. Findings indicated colleges are providing basic empowerment tools, similar to those components in Kanter's Structural Empowerment theory (Kanter, 1977, 1993). However, these basic empowerment components represent adjunct needs from an organizational perspective, not from adjuncts' perspectives. For example, though organizations strive to meet workers' needs, productivity is at the heart of organizational thought. Additionally, organizations react to their own internal and external pressure and needs, not those of the workers (Marion & Gonzales, 2014). Similarly, colleges are focusing on organizational goals and performance, but only meeting basic needs of adjunct faculty. A community of inclusion is not evident within the technical colleges for adjunct faculty.

Mobility Opportunities

Adjuncts in this study acknowledged efforts by colleges to improve adjunct working conditions. Adjuncts mentioned basic access to opportunities, resources, information, and support. In the area of opportunity, adjuncts recognized that colleges created opportunities for mobility by privileging internal hiring practices, especially for faculty already working part-time. Although most adjunct faculty members in this study were not looking for fulltime employment, they were aware that when fulltime positions

were available, colleges posted those positions internally prior to posting positions externally, so adjuncts were able to apply before the outside public. Tess shared how her college opened up “positions to people already in the system before they advertise[d] broadly.” If enough internal candidates applied, then colleges did not post positions externally, giving adjuncts a better chance to obtain fulltime positions. Most adjuncts agreed that when a fulltime position came available, the college typically hired a current adjunct for the position. Though she was not looking for a fulltime faculty position, Yolanda acknowledged, “The opportunities are there because I know a couple of adjuncts who have moved into fulltime positions.” Renee, another adjunct who was not looking for a fulltime faculty position, had seen the same opportunities for adjuncts at her college. She communicated, “The fulltime positions in the last three years were filled internally.” Edgar agreed that adjuncts had opportunities to be interviewed for fulltime positions. He stated, “If a job becomes available in the department, you’re invited to interview for it.” Likewise, Adele specified, “We are made aware of fulltime positions and encouraged to apply.”

Basic Material Supplies

Some adjuncts also recognized colleges for making efforts towards empowering adjunct faculty in the area of basic material resources. Most adjunct faculty members shared office space in their English department with desks and computers to use. Tess, an adjunct with less than two years’ experience at her college, described the shared office space at her college as “a room for adjuncts with four or five computers in there. Not the best in the world – very slow network – slow computers. It is enough to put attendance

and grades in.” Renee depicted her shared office space as a room with “a desk and a computer and it’s never crowded, so I can’t complain.” Andi mentioned her college just renovated the shared office space for adjuncts, yet told how it “needed more computers.” Sheree, an adjunct with over ten years’ experience working at her college, revealed, “There is an adjunct office. It is one little office. I think there’s a computer in there. I don’t really utilize it. Too many people who have moved in there.”

Additionally, a few adjuncts had access to basic material supplies provided by the college or department. Adjuncts mentioned having access to items such as textbooks, sticky notes, pens, pencils, paper, markers, erasers, gradebooks, paperclips, classroom computers, and Smartboards or Promethean Boards. Adele explained, “I have all the supplies I need...markers, erasers, textbook, gradebook. When I teach online, they mail the textbook to my house.” Yolanda stated, “We get pretty much whatever we want, within reason, of course.” At Andi’s college, she felt she did not have to purchase anything. Andi said, “They give us everything. She’s [the department head] got a whole spiel on an entire wall. I just go in and ask and there it is.” Conversely, three of the adjuncts were not satisfied with the material supplies. Edgar denied having access to any supplies, other than a textbook. Ned said, “I worked so long without anything, that I don’t really know what I need. I really haven’t had to use too much resources.” Sheree described a “mythological closet with supplies” that she was not certain where it was located or if it even existed.

Information

Information was a third area in which adjuncts credited colleges with basic efforts to empower adjunct working conditions. Most adjuncts experienced a valuable, helpful, and informative orientation prior to starting their roles as adjunct instructors. In addition, colleges monetarily compensated adjuncts who attended orientation. One adjunct stated, “There was not an orientation when I started five years ago, but my college has since implemented one.” Another adjunct described how his college held orientation online, which was convenient for him. Adjuncts believed they received important and beneficial information about the college and its processes during orientation. As far as continued information beyond orientation, adjuncts spoke of one-way communication as the basis for information attainment. According to adjunct faculty, the colleges, deans, and department heads relayed most information via email. Tess said, “The only way I get [information] is emails from the department – emails from the college – emails from the division.” In addition, some colleges provided information in the form of announcements on their webpages. Adjunct faculty communicated a need for more information and communication, but not via email. Renee and Adele craved the more personal, collegial style approach to sharing information. Adjuncts expressed the desire for access to information through people, not email.

Support

One last area in which adjunct instructors affirmed colleges were making efforts to expand was support. When we discussed support, we talked about assistance from colleagues, staff, and supervisors with teaching, course preparation, college processes,

and institutional resources. Overall, adjunct faculty members were pleased with the amount of teaching support they received from colleges. Participants boasted about their colleges' professional development centers and the number of teaching supports they offered. Though many professional development offerings were available at times that were inconvenient for many adjuncts, they were still aware of the teaching support offered by professional development centers.

Another teaching support noted by adjunct instructors was peer faculty. Peer faculty members provided a valuable support to adjunct teaching by being available to answer questions about college processes, give guidance on courses, and help with teaching strategies. Yolanda described the support she receives from her peers:

Anytime I have gone to any, either staff or faculty, and asked for something or about something, they've always been more than willing to assist me or try to find me an answer. It's always been an atmosphere of, you know, 'we want to support you and we're here to help you' kind of attitude. It helps tremendously.

Renee felt supported by faculty members in her department. She affirmed, "There are a lot of people working in our area that I can ask questions to." Ned, an adjunct who only had one-year experience at his college, but over ten years of teaching experience, shared his feelings of support, "Anybody I work with has been very helpful. If I had a problem, they are right on it." Adele remembered when she taught her first online class and a peer faculty member supported her. Adele expressed:

The first online course I took on was to alleviate the course load for the lead instructor for the course and she was very willing to let me teach my section of

the class how I wanted, but also very willing to give me any of her supplies and materials and ideas that she had used in the past. She was very helpful in answering questions, whether it be big, about setting up my course, or very small, about a particular student, in a particular instance. She was readily available and helpful.

Additionally, adjunct instructors were content with the institutional support provided by colleges. Particular areas cited by adjuncts were libraries, tutoring centers, testing centers, and Starfish Early Alert System. Adjuncts felt these resources indirectly supported them by supporting the success of students. Andi said she was able to “flag” students in Starfish and a “success coach” would contact the students to assist them with issues.

The study’s findings indicated that colleges are providing basic empowerment tools, similar to those components in Kanter’s Structural Empowerment theory (Kanter, 1977, 1993). Adjuncts confirmed how these components could empower them in their roles as faculty members. However, findings also indicated these basic components do not fully empower adjuncts to the optimal level that they desire. Nor do these basic components meet the needs of each adjunct instructor. Beyond the quality aspect and the needs of adjunct faculty, loom larger issues of inclusion, dignity, and justice.

The top-down organizational model that Kanter (1977, 1993) theorized provided a useful, basic model for organizations to create workplace frameworks for adjunct faculty. Below, I move beyond Kanter’s SET to discuss additional needs, as identified by adjunct

faculty themselves. The themes I present below include quality access, integration of adjunct faculty, and dignity in the workplace.

Quality Access on Campus

Though adjunct faculty had a sense of empowerment from basic access to Kanter's components in the workplace, they articulated the lack of quality consumption or utilization in many tangible areas. Adjunct faculty felt colleges could better support them by providing quality access to components needed for their success. For example, although most adjunct faculty members were not looking for fulltime employment, they reported fulltime positions were limited due to hiring freezes and fulltime faculty working beyond retirement age. Edgar noted fulltime jobs were "few and far between." Adele said, "Fulltime jobs are hard to come by." Although he was no longer looking for fulltime employment, Ned joked, "I applied for a fulltime job before, but I never could outlive anybody. One they get settled in, they...unless they collude with some Russians, they stay there." As mentioned previously, adjuncts felt assured they would receive first priority for fulltime positions, so they knew they had basic opportunities. However, there were not many fulltime jobs available, so in the area of opportunity, there was a lack of advancement. Colleges lacked clear paths for promotion or progression to fulltime, making the opportunity for mobility less than optimal for many adjunct faculty. In reality, the opportunity was not as empowering in the area of mobility as adjuncts would expect.

Lack of quality in the area of professional development opportunities also existed. Each college offered adjuncts opportunities for professional development. However, most adjuncts never attended professional development because their colleges failed to offer

trainings at convenient times, compensation for time spent at these trainings, or an increase in pay for attending professional development. Additionally, none of the professional development counted as college credit. Adjuncts expressed the need for professional development at convenient times and training for learning management systems used at their colleges. Adele asserted, “The few times I’ve been able to come, I’ve only been able to attend a portion and it’s been difficult for me. I’ve had to take off from my other job to be able to attend [professional development].” Referring to the professional development for her learning management system, Nancy said, “I need more training. I feel we have been thrown to the wolves.” In fact, some instructors shared that they decided not to use tools such as the college’s early alert system or the learning management system because the college did not provide the support they needed. Furthermore, adjuncts wanted their colleges to compensate them if they attended professional development. Although understanding of colleges’ budget issues, adjuncts voiced a desire to attend conferences in their discipline area and obtain reimbursement for taking graduate credit courses. Edgar recalled:

I’ve been in other businesses and I’ve always gone to conferences where I was able to network and take seminars specific to my discipline and meet up with other people who do what I do and get their take on things. So, I would like to go to conferences.

Another area that lacked quality was that of resources. Though adjuncts had access to shared office space, when they needed to meet with a student privately, they were hard-pressed to locate an area in which to converse with the student. Typically,

adjuncts used an empty classroom or a study room in the library, which was not always convenient for the adjunct or the student. Some adjuncts arrived early to class or stayed after class to utilize the classroom to meet with students. However, if other students were in the classroom or another class was meeting, they had to relocate to another place. Another factor that caused issues for adjuncts was the lack of office space at satellite campuses. While there were usually shared office spaces for adjuncts at main campuses, some satellite campuses lacked space for the adjuncts.

Numerous adjuncts commented on lack of access to printers and copier codes to make copies or print from a computer. In addition, some adjuncts indicated copiers and printers were not available in areas where they were teaching or in their shared office space. Tess related, “I went to Staples and made my own copies for the exam. There has been some difficulty in getting a copy code.” Shawn expressed his irritation with copier access when he said:

I never make copies. The copiers are a 15-minute walk across the campus and a 20-minute drive...and you can only make 10 copies at a time! I do not have any classes with just 10 students in them!

Adjunct instructors articulated the lack of quality access to desired mobility, opportunity, and resources. Adjunct faculty felt colleges could better support them by providing quality access to these components. As Edgar stated, “We have what you call the basics, but none of it is going to belong to you other than the textbook and the gradebook.” Colleges must move beyond the basic empowerment components toward quality access for adjunct instructors.

Integration into the Campus

Besides needing quality empowerment components, adjuncts mentioned feelings of exclusion from the college and department. Adjuncts relayed the lack of relationship formation and maintenance. By not being included in college practices such as faculty meetings and collegiality, adjunct instructors described how they lacked integration into the campus and department. Isolation and lack of collaboration are some of the challenges adjuncts faced.

Many adjunct instructors stated neither their deans nor their department heads invited them to department or division meetings. Adele mentioned, “I am not even aware that there are departmental meetings.” Nancy guessed adjuncts were not invited to department meetings because “they can’t pay us” to attend. A few adjuncts reported deans and department heads did invite adjuncts to meetings, but several adjuncts said deans and department heads scheduled meetings at times when adjuncts could not attend due to work or family responsibilities. However, one adjunct shared how his department head would email meeting notes to adjunct instructors following each meeting to keep them abreast of information. Still, adjuncts sensed they missed an enormous amount of information by not attending department meetings.

In addition, adjunct instructors expressed a desire for more informal gatherings with other people in their departments and colleges. With the short amount of time on campus, adjunct instructors reported little opportunity for building collegial relationships. Adjuncts would like opportunities to share ideas with other faculty and have “real conversations with people.” Adele revealed:

I would like to know what other instructors are doing in their online courses that work versus what they've done in the past that didn't work. Just some kind of faculty forum where we could have conversations about what is working and what's not working and ask for feedback in a very low risk setting, where you don't feel like it's attached to any formal assessment on my teaching practices.

Nancy similarly stated, "I just don't know if what I'm doing is consistent with other people. I would like to know what others are doing." Nancy also shared, "It might have been helpful for us to have a group of others teaching English and get together with those people, so we can have a community." Shawn said he liked getting to know other faculty members at informal events his college offers twice a year and wished they were offered more often.

Participants also expressed a need for available people to help them understand changes at the college, the focus of the department, and the direction of the program. Some adjuncts felt uninformed and uncertain of goals the college wanted to obtain. Many adjuncts were not clear on the policies and procedures of their colleges and articulated a need for support for college processes. Some adjuncts mentioned a lack of consistency with processes and the constant change in processes in which the college did not provide support. Andi affirmed, "It feels like you are chasing your tail sometimes. Things just aren't consistent." Andi also stated:

I am not sure which direction they're heading [the department] or if they are changing direction. Hardly anyone knew about a new initiative. I don't even know if they are still doing that or if we are supposed to be going in that direction.

Where it stands ...I haven't heard. What is the end result? What is the end goal they want? What's the ultimate result that they want?

Likewise, Adele declared, "I am pretty blind to the programs the college is starting up. I learn about them in passing, through colleagues, not in any formal capacity."

Participants revealed a need for personal guidance on student issues. Most adjuncts expressed a need for face-to-face assurance that they could obtain information when they needed it. Adjunct instructors expressed confidence in teaching in their discipline area; however, they wanted more support from the college to work with students who had financial needs, emotional issues, learning disabilities, and other needs. In the interviews, adjunct faculty often mentioned stories of students who had multiple challenges. Adjunct faculty members were uncertain how to advise students in areas outside of academics or how to help them, other than to refer students to college resources. Adjunct faculty also desired support to work with issues related to underprepared students and dual enrollment students (high school students enrolled in college courses). Throughout the interviews, adjuncts conveyed their desire to maintain consistency across the department in working with students. However, their lack of support in working with students left them feeling lost and uncertain of how to manage situations that occurred in the classroom. Sheree noted:

It has been hard dealing with emotional stuff that students have. In the technical colleges, we get a lot of students who are coming from a home life that might not be great. They don't have a lot of money and it is very hard for them to stay focused on school. They are pulled in a lot of different directions and they are

struggling. On many occasions, I just sat there after class was over and listened to a student talk because they just needed to talk to somebody and I was there to listen.

Yolanda stated she has had to rely on her 10 years of previous teaching experience to know how to support students. Nancy felt the college could better support her to work with students. She revealed:

I know little about the education side of community college. I didn't attend a community college. I think knowing how these students...well, it seems like a lot of my students didn't do well in high school and weren't able to go to a four-year college. I haven't worked in education. I'm teaching this course because I have a degree that says I can. I'm not getting teaching strategies for helping these students. I was just winging it.

Dignity on Campus

Besides the need to have quality access and integration into the campus workplace, adjuncts have the right to be valued, respected, and treated ethically. College administrators need to see and hear adjunct faculty. Adjunct voices matter because behind each voice is a high quality, credentialed instructor who brings to campus experience and knowledge that can make a difference in students' lives.

Many adjuncts expressed feelings of being disrespected and unappreciated by administrators at their colleges. Edgar stated, "Adjuncts are given little respect for what they do." Likewise, Shawn declared, "Adjuncts are discriminated against. We have no respect and are not considered real teachers." After a decade of working at her college,

Sheree lamented, “The dean still does not know my name. It would be nice to be called by your name or acknowledged that I’m there. You don’t care who I am.” Other adjuncts expressed the need for someone to listen to their ideas and trust them enough to provide some autonomy in the classroom. Yolanda shared, “I have 10 plus years’ experience in the classroom,” and yet she was not included in decision-making for the department. Shawn described how administrators at his college could give him a sense of value by caring about him and listening to what he has to say.

Adjuncts boldly expressed their dissatisfaction around working conditions, specifically in the areas of salary and benefits. Using the Affordable Care Act as a springboard, adjuncts discussed the decrease in number of classes they could teach due to colleges’ stances on insurance benefits. Prior to the Affordable Care Act, adjuncts reported they could teach an unlimited number of classes. Adjuncts declared technical colleges now limit them from teaching too many classes, so colleges do not have to provide benefits or pay penalties.

Besides teaching fewer classes, adjuncts had not received salary increases nor did colleges guarantee adjuncts work from semester to semester. In addition, most adjuncts felt they worked more hours than the colleges paid them. Shawn described his condition as, “living off mediocre salary with no benefits, waiting to be hired fulltime.” Sheree disclosed, “I have to work at two colleges to live.” Ned shared how he “was lucky to get a course each semester.” Edgar went as far as to say the situation was “wage theft” and adjuncts were being “paid a rock-bottom rate because they [colleges] can get away with it.” Additionally, few adjuncts received a salary increase, even though several had taught

at their current college for over 10 years. Likewise, Sheree shared that after 10 years at her college, “Pay has not changed one iota since the day I walked in the door.” Sheree went on to say, “even people who work at fast food restaurants get raises.” Adele spoke of the flat rate she received for teaching a class, “We are given a certain monetary amount per class and that has not changed in the three years that I have been there.” Later in the interview, Adele again mentioned pay when she stated, “We always want more money so any opportunities to earn more money, we would welcome.” Tess said she never had an increase in pay for her teaching. Ned was the only adjunct of the 10 interviewed to state he had received a raise during his time as an adjunct. Edgar brought up pay several times to remind me of the “low, low pay” adjuncts receive. Edgar proclaimed:

We all know that the adjuncts are working far more hours than they are paid for and they’re doing far more work. They are doing just as much as anyone else, but being paid a rock-bottom rate because they [colleges] can get away with it. I find it despicable. They should not be able to do this to people who are hardworking and who give of themselves faithfully, all the time, year in and year out – to be paid in this way. It is just not right.

Later in our interview conversation, Edgar again brought up pay. He stated:

I’ve been there for six years and it is the same rate. I don’t know anybody who would tell you the cost of living hasn’t gone up in six years. Why would you not recognize that? As an administrator? That’s just wrong.

Adjuncts felt colleges subjected them to unfair labor practices that placed them in disadvantaged situations. When it came to course scheduling, most adjuncts had little control over when and where they would teach. Often they were the last faculty to know which classes they would teach, leaving them with little time for preparation. Edgar described how he had to travel from campus to campus using his own car and gas without any compensation. In addition, most colleges did not guarantee adjuncts work from semester to semester. Edgar described this type of treatment as, “abominable.” Edgar felt these issues remained invisible and felt that they should be visible. Sheree felt she her college deemed her a “troublemaker” whenever she attempted to voice objection to unfair conditions or treatment.

A few adjuncts mentioned the need for a union to make these issues visible and create change toward equitable treatment for adjunct instructors. Other adjuncts did not go as far as to say they wanted a union, but expressed a desire for some type of adjunct organization across the state technical system so adjuncts could express their voices and engage with one another. Adjuncts want colleges to stop and listen to what they really want. Adjunct faculty members want someone to care and give them a sense of value.

Conclusion

Guided by Kanter’s Structural Empowerment theory (1977, 1993), this study used a critical advocacy approach to examine working conditions of adjunct faculty in South Carolina technical colleges. Data collected during interviews with adjunct English faculty at South Carolina technical colleges provided answers to research questions. The primary research question was, “How do adjunct faculty members describe their working

conditions within their places of employment?” Secondary research questions were, “How do technical colleges provide adjunct faculty access to opportunity, resources, information, and support?” and “How can technical colleges support adjunct faculty?”

In interviews, I asked 11 open-ended questions to participants. I used probing questions as needed to delve deeper into the content area or to clarify question context. During interviews, participants shared significant comments that individually brought meaning to working conditions of adjunct faculty. Using deductive and then inductive coding, I analyzed transcripts from adjunct faculty interviews to identify significant themes related to adjunct working conditions. In the findings, I indicated adjunct faculty’s descriptions of their working conditions and their perceived access to opportunities, resources, information and support. I also described ways in which adjunct faculty felt technical colleges could better support them.

This study confirmed Kanter’s argument that access to opportunity, resources, information, and support empowers employees, or adjunct faculty. However, findings indicated the type and quality of empowerment components provided by colleges did not always meet needs of adjuncts. Adjuncts noted that not only did they feel invisible at their colleges, but also adjuncts felt their oppressive treatment remained invisible. Adjuncts hoped this study could make them and their unfair working conditions visible. Though adjuncts planned to continue in their teaching roles, they felt powerless and voiceless to make changes in their working conditions. Most adjunct instructors enjoy their teaching, so they will continue to accept the “abominable” treatment and “unfair conditions.” Lastly, findings also indicated colleges could support adjunct faculty through

quality access to resources and support on campus, by integrating of adjunct faculty into the campus culture, and providing dignity for adjuncts in the workplace.

Chapter five of this study includes a discussion of the findings, responses to research questions, limitations and implications for practice and policy, recommendations for further research, and the conclusion.

CHAPTER FIVE

DISCUSSION

In this study, I examined working conditions of adjunct faculty. I looked to Kanter's Structural Empowerment theory (1977, 1993) as a guide to understand how technical colleges support adjunct faculty and their work. Using critical advocacy methodology (Pasque & Carducci, 2015), I gathered data from interviews of 10 adjunct instructors who taught English in South Carolina technical colleges. Considering the findings, I will respond to the three research questions of this study. In addition, I will highlight limitations and implications for practice and policy and provide recommendations for further research.

Discussion of Findings

Isolated and Invisible

With regard to research question one, how adjunct faculty members describe their working conditions within their places of employment; I found adjunct faculty members are isolated and invisible in their roles as adjunct instructors. Additionally, inequitable employment practices limited adjunct faculty's access to empowering environments.

Adjuncts felt they did not belong, were undervalued, were not recognized, and were not rewarded. Adjuncts consistently mentioned feeling "disrespected," "unappreciated," "used," "overworked and underpaid," "out of the loop," "exploited," and "unaware." Moreover, adjunct faculty spoke of "being treated abominably," "getting a raw deal," and "receiving zero support." As previously mentioned, studies have discussed similar results of feelings of disrespect and lack of appreciation of adjuncts

(Allison et. al., 2014; Kezar & Bernstein-Sierra, 2016; Thirolf, 2013). Other studies have shown adjuncts often feel isolated, forgotten, and disconnected instead of feeling included and valued (Diegel, 2013; Gappa et al., 2005; Green, 2007).

Adjunct faculty members described inequitable and exploitive employment practices such as inadequate wages, lack of job security, and last minute hiring. Throughout the interviews, the subject of pay surfaced repeatedly. Adjuncts felt frustrated over the low pay for teaching. Adjuncts were aware that their pay was significantly lower than fulltime faculty teaching in their discipline.

Practices such as lack of job security and last minute hiring limited adjunct faculty's power in their work environments. Participants in this study entered most semesters with little time to prepare for teaching. Sheree described how there was never a "guarantee of work." Like other adjunct faculty, Sheree said she had to wait until the fulltime faculty's classes filled, then the department head could assign her classes. Some semesters Sheree did not know until the day before classes started what she would be teaching. Edgar expressed the same sentiment, "Adjuncts are the last people to know which class they're gonna have. Sometimes I haven't known until the day of. So how do you prepare?"

These findings are consistent with other studies that show adjunct faculty members are subject to inequitable working conditions. For example, Baldwin and Chronister (2001) suggested contingent, non-tenure track faculty were at a "disadvantaged status" (p. 7) due to inequitable compensation and lack of professional development and support. Other studies implied adjunct instructors are at a disadvantage

each semester with little time to prepare and become acquainted with the curriculum (Baldwin & Chronister, 2001; Gappa & Leslie, 1993; Kezar & Sam, 2010). Kezar & Bernstein-Sierra (2016) proposed colleges lacked a designated track for career advancement and therefore unfavorable working situations trapped contingent faculty into jobs with limited opportunities.

Lack of Empowering Environments

Concerning research question two, how technical colleges provide adjunct faculty access to opportunity, resources, information, and support; my study showed new knowledge about the lack of quality access to components needed for empowering adjunct faculty in their teaching roles. Through conversations with adjuncts, I found most adjuncts had some basic level access to needed opportunities, material resources, information, or support, but almost all adjuncts lacked high quality access.

Adjuncts had access to opportunities within colleges, but these opportunities were limited or lacked quality. Few participants in this study had high-quality access or full utilization of opportunities such as recognition or professional development. Yolanda and Tess were the only two adjuncts who believed there was some type of recognition for adjuncts at their colleges. Neither of them was very certain, though. Sheree was certain there was not any adjunct recognition at her college when she said, “There is no professional recognition at all.” Edgar was equally certain no recognition existed at his college for adjuncts when he stated, “There isn’t a bonus for going above and beyond the call of duty. There really aren’t any recognition opportunities.” Additionally, none of the adjuncts mentioned any type of praise for their work and contributions to their colleges

by peers or supervisors. Allison et al. (2014) indicated adjunct instructors are typically largely excluded from recognition opportunities.

All colleges offered professional development, but only a few colleges offered convenient times for part time faculty. Additionally, conference attendance or reimbursement for graduate credit was not available for these part time faculty members. Similarly, Kezar & Sam (2010) found little evidence that adjuncts received professional development opportunities equal to those of full time faculty. Likewise, other studies have determined many adjunct faculty members do not have professional development opportunities or received just minimal opportunities for professional development (Baldwin & Chronister, 2001; Conley & Leslie, 2002; Gappa & Leslie, 1993).

In the area of resources, adjunct faculty indicated they had access to shared office space and material supplies. However, participants reported resource needs in areas of private space to meet with students and access to printers/copiers. Bakley and Brodersen (2017) found adjunct instructors' access to necessities, such as copiers, printers, and a private space to meet with students was lacking and made recommendations for colleges to remedy this issue. Likewise, other studies found lack of resources make it difficult for adjuncts to teach and promote student learning (Sarmiento et al., 2004; Stanley & Lumpkins, 1992) and is an obstacle to instructors' effectiveness and success (Diegel, 2013; Maxey & Kezar, 2015; Stanley & Lumpkins, 1992).

Adjunct faculty expressed a desire for more information about the department and college. Furthermore, adjunct instructors voiced a need for more informal gatherings with other people in their departments and colleges. Adjuncts stated that they would like

opportunities to share ideas with other faculty and have “real conversations with people.” Information adjunct instructors stated they needed is “better guidelines on teaching and course expectations.” They also desired information on how to address student issues. Kezar’s (2012) study suggested this lack of communication left adjuncts without connections to college and departmental goals, as well as connections to colleagues. Likewise, Lane et al. (2010) indicated adjunct instructors lacked social connections within the college because communication was inconsistent.

Overall, adjunct faculty members were pleased with the amount of teaching support they received from colleges. Adjunct instructors were content with the institutional support provided by colleges. However, adjunct faculty desired support to work with underprepared students. Adjunct faculty wanted more support from colleges to work with students who had financial needs, emotional issues, learning disabilities, and other needs. Adjunct faculty also desired support to work with underprepared students and dual enrollment students. As studies have shown, knowledge in content areas does not always translate into effective teaching; therefore, adjuncts may need support from colleges to accomplish their roles of teaching (Gappa, 1984; Stanley & Lumpkins, 1992).

Another area lacking support for adjuncts was the area of emotional needs. Adjunct faculty members felt disrespected, devalued, and unappreciated. Studies have discussed feelings of disrespect and lack of appreciation of adjuncts, but few have mentioned the emotional aspect of these feelings (Allison et. al., 2014; Kezar & Bernstein-Sierra, 2016; Thirolf, 2013). Lacking support for these emotional needs left

adjuncts feeling isolated and disconnected from their colleges and colleagues. Adjuncts reported feeling invisible and not noticed. Similarly, Green (2007) implied adjuncts often felt isolated, forgotten, and disconnected instead of feeling included and valued (Diegel, 2013; Gappa et al., 2005).

Equitable Labor Practices

Regarding research question three, how technical colleges can support adjunct faculty; my study established new insights about ways in which South Carolina technical college administrators, staff, and fulltime faculty colleagues can better support adjunct faculty. Adjunct faculty members need access to social capital to mobilize assets within the college. Additionally, adjuncts need equitable labor practices. Third, findings suggested this study could yield a revised version of Kanter's (1977, 1993) workplace model.

Adjunct instructors want to be seen and heard. Adjuncts felt they had educational and work experience knowledge and talent that could be valuable to the department and college. Most adjuncts were discouraged that they were not included in decision-making for their department or courses. When adjunct instructors were not included in college practices such as faculty meetings, decision-making, mentoring, and collegiality, the adjuncts missed potential resources and support (Bourdieu & Wacquant, 1992). If adjunct faculty members are not included in decision-making, adjuncts' social capital can be limited. Furthermore, when adjunct faculty are disconnected from the college environment (Levin et al., 2011) or have limited knowledge about processes, students may miss opportunities to gain social capital or have access to valuable information

(Eagan & Jaeger, 2009). Many adjunct faculty felt detached from their colleges. This detachment left them with a lack of knowledge about college processes and information to pass forward to students. Adjuncts expressed frustration and helplessness when they were not able to provide students with accurate information or assistance. Without this information and assistance, students can struggle to navigate through the academic process.

Bourdieu (1984) posited social capital is formed via integration into networks from which people can mobilize assets. Participants in this study voiced a need for available people to help them understand changes at the college, the focus of the department, and the direction of the program. Participants also revealed a need for personal guidance on student issues, course issues, and learning management issues. This missing linkage between adjunct faculty and colleges in which they work may be influencing advantage, efficacy, and support (Coleman, 1988). Social capital can allow employees to engage in supportive relationships that often link to quality work environments (Coleman, 1988). These social networks have value and can improve efficiency in the organization through coordinated actions of employees (Putnam, 2001). Adjunct faculty members are highly qualified to serve in their teaching roles, but they have limited linkage to their students, colleagues, and colleges (Gappa & Leslie, 1993).

Unfortunately, research on the context of adjunct faculty employment suggests social capital may be beyond adjunct faculty's reach if current college practices continue. Isolation, lack of collaboration, limited mentoring, and little collegiality are some challenges to adjunct faculty gaining social capital (Wallin, 2010).

Throughout this study, adjuncts articulated the need for equitable labor practices in technical colleges. Though technical colleges have made strides in areas such as providing adjuncts with an orientation, basic supplies, and shared office space, colleges must continue to improve working conditions for adjuncts. Much like other studies, adjuncts in this study still wanted more opportunities for full time positions and opportunities to attend professional development at convenient times with compensation for time or pay for attending (Allison et al., 2014; Kezar & Sam, 2010). Additionally, adjuncts expressed a desire to attend conferences in their discipline and obtain reimbursement for taking graduate credit courses. O'Meara, Terosky, and Neumann (2008) conveyed the importance of opportunities for faculty members to grow and learn to remain effective in teaching. Additionally, Baldwin and Chronister (2001) indicated the value of professional development for adjunct faculty.

Adjuncts also desired equitable labor practices related to salary and job security. Colleges do not guarantee work or specific number of courses to adjunct faculty, nor are adjunct faculty paid salaries equitable to their full time counterparts. Job insecurity and low pay are reoccurring findings in many research studies (Antony & Valadez, 2002; Gappa & Leslie, 1997; Greive & Worden, 2000; Kezar & Sam, 2010; Kramer et al., 2014). In addition, participants voiced resource needs in areas of private space to meet with students and access to printers/copiers. Lacking access to private space and equipment interferes with adjunct faculty's ability to fulfill their job responsibilities (Baldwin & Chronister, 2001; Gappa & Leslie, 1993).

Through social capital and equitable labor practices, colleges can empower and reshape processes and practices that constrain adjunct faculty's working conditions. An examination of the policies regarding adjunct faculty and a plan to increase their social capital and eliminate unfair treatment may unleash adjuncts' power to accomplish their work in meaningful ways (Shields, 2012). Additionally, students may benefit from adjunct faculty's social capital as they obtain accurate information, college resources, and encouragement they need for success. Interactions and connections with adjunct faculty positively contribute to students' successes, especially at-risk students (Eagan & Jaeger, 2009), making social capital and equitable labor practices vital for adjunct faculty.

Lastly, findings suggested this study could yield a revised version of Kanter's workplace model. See Figure 5.1. Kanter's SET (1977, 1993) focused on components within the organizations rather than individuals. Additionally, Kanter's basic empowerment components (1977, 1993) represented needs from an organizational perspective, not from adjuncts' perspectives. Therefore, a new version a Kanter's model should begin by breaking invisibility of adjunct faculty through including them in making decisions about practices and policies regarding their working conditions. This new workplace model should encompass access to high-quality empowerment components, but move beyond these baseline structural elements to larger issues of integration, dignity, and equity.

Adjuncts had some basic level access to needed opportunities, material resources, information, and support, but almost all adjuncts lacked high quality access to these components. High-quality access or full utilization of opportunities, resources,

information, and support is crucial to meaningful work and empowering workplaces. Furthermore, fully integrating adjunct faculty into the campus culture is another element of the revised workplace model. Adjunct faculty must be visible, included, and recognized. Adjunct faculty need to be included in decision-making and governance. By including adjunct faculty in meetings, events, curriculum development, assessment processes, and leadership opportunities, colleges can create more inclusive, unified working environment. An additional element of the revised workplace model is dignity. Treating adjunct faculty as professionals who are valued and respected can invite an empowered working environment. These educated adjuncts have knowledge and experience to share. In the revised workplace model, adjunct faculty members are empowered through dignity by being listened to and given autonomy. Equity is another vital element of the revised workplace model. Through adjunct faculty voices, colleges can eliminate oppressive and inequitable labor practices. With input from adjunct faculty, colleges must address policies and practices related to salary, job security, class assignment, college assets, and other adjunct needs. By creating a new workplace model that utilizing the full potential and talent of adjunct faculty, colleges can bring visibility to adjunct faculty, create equitable employment practices, and design empowering working environments.

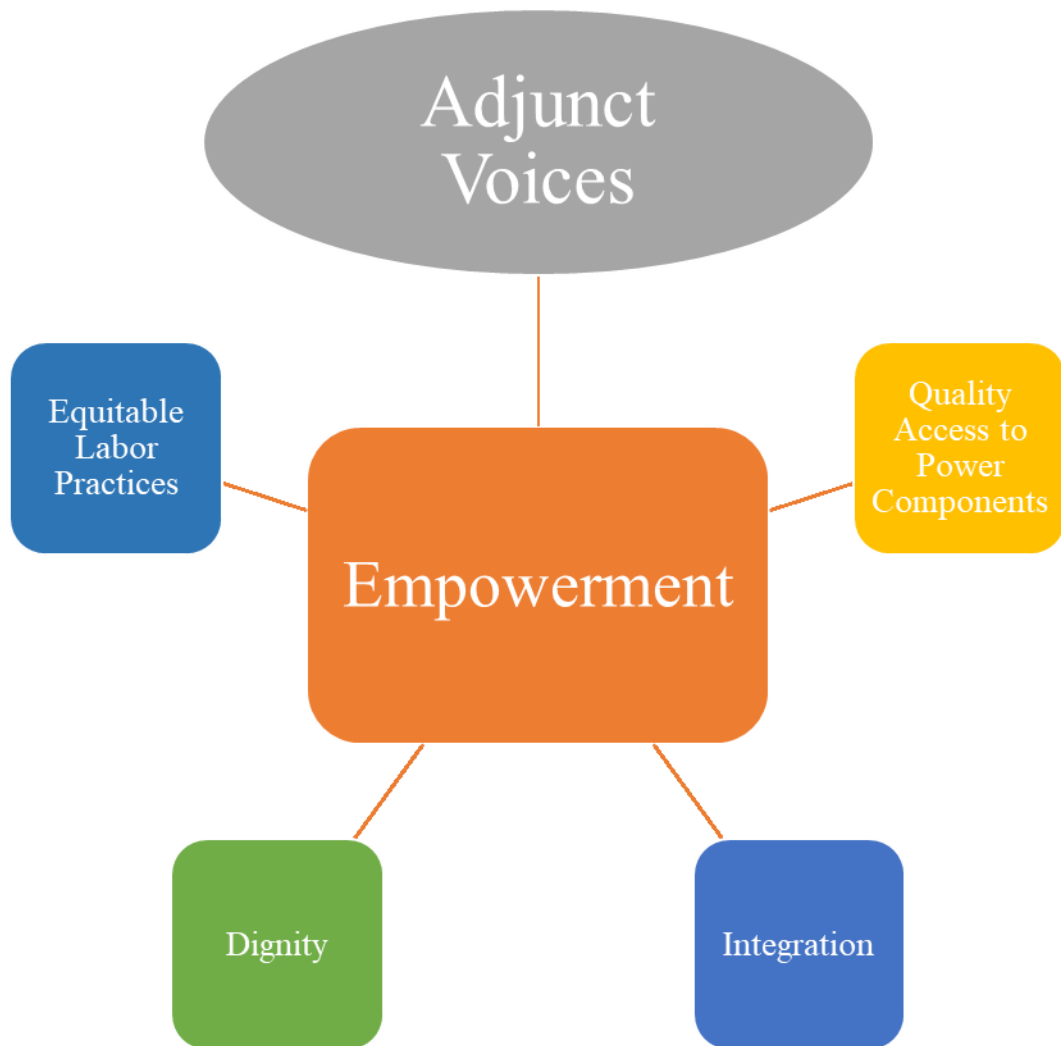


Figure 5.1: Revised model of Kanter's Structural Empowerment.

Implications for Practice and Policy

I identified five main contributions of this study. First, adjunct faculty members need access to quality empowerment components. Though adjuncts have access to basic components in their working environments, they are lacking access to quality

opportunities, resources, information, and support. To be empowered in their teaching roles, adjuncts must have access to components that empower them on campus.

Second, in addition to addressing working environments of adjunct faculty, this study provided insight into oppressive and inequitable labor practices related to adjunct employment. Technical colleges need to examine these policies and plan accordingly. Unequitable practices such as low pay, job insecurity, limited benefits, lack of recognition, and no inclusion in decision-making place adjunct faculty in precarious and oppressive working conditions. Colleges can empower adjuncts through fair labor practices such as longer-term contracts, increased consideration for fulltime faculty positions, pay equity between full and part time faculty, incentives for professional development, and access to more benefits. Furthermore, college administrators, staff, and full time faculty need to appreciate and respect adjunct faculty and the value they bring to colleges and students. Colleges ought to integrate adjunct faculty into departments and colleges by creating better linkages between the adjunct faculty and other college employees. Adjuncts can no longer be isolated and invisible, instead, colleges can implement practices to allow adjuncts to be noticed, included, and connected. By building supportive relationships within colleges, adjuncts can be empowered to feel included and valued.

Third, colleges can leverage adjunct faculty voices to create organizational changes. College administrators, fulltime faculty, and staff need to be see and hear adjunct faculty. College efforts to ensure adjunct faculty members are successful, valued, and supported, should include adjuncts' input (Gappa & Leslie, 1993). Behind each

adjunct voice is an educated, experienced, and knowledgeable educator who should be included in making decisions about practices and policies regarding their working conditions. Moreover, the SC State Technical System could create a statewide peer group for adjunct faculty with subgroups at each college. Representatives from adjunct faculty need to serve on Faculty Senate at each college. Perhaps, the State Technical System could create a technology enabled virtual community for adjuncts to share information, network, and build relationships among themselves. Adjunct faculty could begin to advocate for themselves and their working conditions through these avenues.

Fourth, administrators need to recruit males and faculty of color for the English department. The English adjunct faculty were comprised of few faculty of color and males. Most adjunct faculty members in the English department were White females.

Last of all, this study yielded a revised version of Kanter's workplace model. Merging the findings from this study with Kanter's Structural Empowerment model (1977, 1993) generated a workplace model that addresses adjunct faculty integration, dignity, equitable labor practices, and quality access to empowerment components.

Limitations of Design

This is a single state study with limited generalizability to other states. I made the choice to use SCTCS due to my role in the state system and access to faculty and information within the system. Because English Composition is a gateway course in the SCTCS, I chose to interview adjuncts from this area. However, even within the same college, an adjunct faculty's experience could differ by discipline, department, or division.

Another limitation was the small, convenience sample. I anticipated having volunteers from all colleges asked to participate. I sent out several reminders to request participants, but the low number of responses might suggest disconnection of adjunct faculty with colleges. I only received volunteers from five colleges, leaving me with a small sample size. Due to limited number of intake surveys taken by males, I had a higher ratio of females participate in the study than males.

Working conditions are context dependent and should focus on understanding the environment and not only the adjunct faculty's perceptions. Since I did not visit any of these colleges, I had to rely on the faculty members' perceptions for this study without any observational context. With interviewing, there is a potential for validity challenges. Participants may not have revealed all negative information about their colleges.

Recommendations for Further Research

Replication of this study in different states with larger samples might provide more validity to findings. Future research could also focus on adjunct faculty teaching additional gateway courses, other than just English to gain a glimpse into a variety of disciplines and perhaps recruit more males for the study. With only ten participants in this study, this study's findings cannot be generalized to explain the working conditions of all adjunct faculty. Therefore, I recommend replicating this study with a larger number of adjunct faculty. Adjuncts in this study voiced their need for administrators to see and hear them. Consequently, future research should examine ways in which adjunct faculty can have more contact with administrators. Additionally, future research should

investigate collegiality between full and part-time faculty to determine ways to engage positive relationships and a build sense of community.

Conclusion

Guided by Kanter's Structural Empowerment theory (1977, 1993), this study used a critical advocacy approach to examine working conditions of adjunct faculty in South Carolina technical colleges. I invited adjunct faculty who taught English Composition in the following colleges in the South Carolina Technical College System to participate Florence-Darlington, Greenville, Horry-Georgetown, Midlands, Piedmont, Spartanburg, Tri-County, Trident, and York. In interviews, I engaged adjunct faculty members in conversations framed by Kanter's (1977, 1993) components, but open-ended enough to allow faculty to construct their own stories of their working conditions.

Following the interviews, I transcribed the data and then used two approaches to data analysis. First, I used deductive coding informed by Kanter's Structural Empowerment theory (1977, 1993). Kanter's model provided an initial lens for organizing my interview data and helped bring meaning, structure, and order to data (Anfara et al., 2002; Miles & Huberman, 1994). While Kanter's components of opportunity, resources, information, and support provided me with an initial lens, in my second approach to data analysis, I looked for competing deviations from Kanter's theory and added additional themes and codes as needed to represent accurately the data. I identified significant themes related to adjunct working conditions. I indicated adjunct faculty's descriptions of their working conditions and their perceived access to

opportunities, resources, information and support. I also described ways in which adjunct faculty felt technical colleges could better support them.

Findings from this study confirmed Kanter's argument that access to opportunity, resources, information, and support empowered employees, or adjunct faculty. However, findings indicated the type and quality of empowerment components provided by the colleges did not always meet the needs of adjuncts.

Beyond findings that aligned with Kanter's (1977, 1993) structural framework, adjuncts noted that not only did they feel invisible at their colleges; they also felt as though their oppressive treatment remained invisible. Adjuncts thought this study could shed light on their unfair working conditions.

Besides needing quality empowerment components, adjuncts mentioned feelings of exclusion from the college and department. Adjuncts related the lack of relationship formation and maintenance. By not being included in college practices such as faculty meetings and collegueship, adjunct instructors described how they lacked integration into the campus and department. Moreover, adjuncts wanted to be valued, respected, and treated ethically.

I identified four main contributions of this study, which have implications for policy and practice. First, adjunct faculty members need access to quality empowerment components to empower them in their roles as instructors. In addition to addressing working conditions of adjunct faculty, this study provided insight into oppressive and inequitable practices related to adjunct employment. Thirdly, colleges can leverage adjunct faculty voices to create organizational changes. Adjuncts need to be included,

connected, and empowered within the college. Lastly, this study introduced a new version of Kanter's Structural Empowerment model (1977,1993) that addresses adjunct faculty integration, dignity, equitable labor practices, and quality access to empowerment components.

This study contributed to the understanding of adjunct faculty working conditions and the ways in which colleges can support adjunct faculty. A better understanding of working conditions of adjunct faculty can provide college administrators and fulltime faculty a guide for improving working conditions. By clarifying inequities and invisibility adjunct faculty face, administrators can begin to create empowering, equitable work environments for adjunct faculty.

I hope to continue to advocate for adjunct faculty members and encourage administrators to improve adjunct faculty members' working conditions within technical colleges. Additionally, I plan to share the outcomes of this work so adjuncts might gather information to advocate for themselves (Pasque & Carducci, 2015).

“By failing to see the invisible faculty in its midst, the academic community is missing an opportunity to develop some of the best potential teaching talent it will have available in the foreseeable future” (Gappa & Leslie, 1993, p. 44).

APPENDICES

Appendix A

Institutional Review Board Approval

The Clemson University Institutional Review Board (IRB) reviewed the protocol referenced above using exempt review procedures and a determination was made on April 5 that the proposed activities involving human participants qualify as **Exempt under category B2** in accordance with federal regulations 45 CFR 46.101. **Your protocol will expire on October 31, 2017.**

If an extension is necessary, the PI should submit an Exempt Protocol Extension Request form, <http://www.clemson.edu/research/compliance/irb/forms.html>, at least three weeks before the expiration date. Please refer to our website for more information on the extension procedures, <http://www.clemson.edu/research/compliance/irb/guidance/reviewprocess.html>.

All team members are required to review the IRB policies "Responsibilities of Principal Investigators" and "Responsibilities of Research Team Members" available at <http://www.clemson.edu/research/compliance/irb/regulations.html>.

No change in this research protocol can be initiated without the IRB's approval. This includes any proposed revisions or amendments to the protocol or informed consent form(s). Any unanticipated problems involving risk to subjects, complications, and/or adverse events must be reported to the Office of Research Compliance immediately.

The Clemson University IRB is committed to facilitating ethical research and protecting the rights of human subjects. Please contact us if you have any questions and use the IRB number and title when referencing the study in future correspondence.

Good luck with your study.

Regards,

Belinda G. Witko
IRB Assistant
Clemson University
Office of Research Compliance - IRB
391 College Avenue, Suite 406
Clemson, SC 29631
Phone: 864-656-3918

Appendix B

Participating Colleges

Florence-Darlington Technical College. Since 1963, Florence-Darlington Technical College (FDTC) has been serving South Carolina's Pee Dee Region, which includes Florence, Darlington, and Marion counties. The college is committed to providing a quality education to the community workforce. As all technical colleges in the SCTCS, FDTC is regionally accredited by Commission on the Colleges of the Southern Association of Colleges and Schools (SACS). Florence-Darlington's main campus is located between the cities of Florence and Darlington. In addition to the 240-acre main campus, FDTC operates remote sites in Hartsville, Lake City, Mullins, and in downtown Florence. The College's Advanced Manufacturing Institute is devoted to engineering technologies, machining and rapid prototyping, as well as other advanced manufacturing. Florence-Darlington's enrollment exceeds 6,000 students with an additional 30,000 individuals in the continuing education program. The college offers approximately 75 degree, diploma, and certificate programs.

Florence-Darlington Technical College's vision is to "provide the highest quality comprehensive and advanced technical education available with an emphasis on workforce development and nurturing entrepreneurs" (Florence-Darlington Technical College [FDTC], 2016, p. 1). The College's mission is to "provide a high quality education that furthers the regional economic development, enhances the quality of life in the region we serve, and supports students' marketability in the global economy" (FDTC, 2016, p. 1). To serve students, FDTC employs approximately 337 faculty members, of

which 238 are adjunct instructors. Consequently, 71% of their faculty members are hired as adjunct instructors. FDTC offers 75 degree, diploma, and certificate programs.

Greenville Technical College. On September 15, 1962, the first of the 16 technical education centers opened, Greenville Technical Education Center (CTEC). Transformed from a city dumpsite to first Technical Education Center (TEC), this first “center consisted of one building, 12 full-time instructors, 20 part-time instructor, and three administrators” (Wolf & Shurley, 2012, p.17). Dr. Thomas E. Barton was named the first director of the center and he set on a quest to have the finest technical school in the South with high-quality education that would prepare students to meet workforce demands (Wolf & Shurley, 2012). Today, Greenville Technical College has over 12,000 students on five campuses and off-site centers. Its mission is to drive personal and economic growth in Greenville County through learning (Greenville Technical College, [GTC], n.d.).

Horry Georgetown Technical College. In the 1960s, agriculture drove Horry County. This area trailed the rest of the state in education, health, and income. A majority of adult residents only had an 8th grade education. Moreover, the poverty level and infant mortality rate both were the highest in the state. Recognizing the need for a trained workforce, leaders from Horry, Georgetown, and Marion counties created an alliance and made a proposal for a technical school. It was not until the mid-1960s when this group won state approval to establish Horry-Marion-Georgetown Technical Education Center. Opening in 1966 with 130 full-time students and 400 part-time students, Horry-Georgetown Technical College is now the fourth largest of the 16 South Carolina

technical colleges (Horry-Georgetown Technical College, [HGTC], n.d.). With approximately 7,500 to 9,000 students enrolled, HGTC also provides non-credit courses and programs for workforce development and job training (HGTC, 2016). The College has three locations in the northeastern region of South Carolina: Georgetown, Conway, and Myrtle Beach and offers approximately 80 associate degrees, diplomas, and certificate programs (Institutional Research, 2016). Horry-Georgetown's mission is:

to provide accessible, affordable, high-quality, comprehensive two-year collegiate education and workforce development; to provide a student centered environment and inspire lifelong learning; to promote learning through teaching excellence; to promote community service and embrace diversity; to promote economic growth; and to embrace technological innovation in instruction and workplace applications. (HGTC, 2016, p. 7)

Approximately 349 faculty members, of which 187 are adjunct instructors, teach at HGTC. Thus, 54% of HGTC's faculty members are employed as adjunct instructors. HGTC offers 80 degree, diploma, and certificate programs.

Midlands Technical College. When Midlands Technical College opened in 1963, its original name was Richland Tec. The name was changed to Midlands Technical Education Center in 1970. The College, now known as Midlands Technical College (MTC), serves approximately 11,000 students on seven campuses located in downtown Columbia, Batesburg-Leesville, Irmo, West Columbia, Fort Jackson, Winnsboro, and northeast Columbia. Midlands Technical College offers more than 100 degree, diploma

and certificate programs (Midlands Technical College [MTC], n.d.-a; MTC, n.d.-b).

Midland's mission statement is:

Midlands Technical College is a comprehensive, multi-campus, two-year public college serving the primary region of Richland, Lexington, and Fairfield counties of South Carolina. College programs and services provide accessible, affordable, quality education that prepares a diverse student population to succeed in the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. The college equitably provides higher education opportunities, strengthens businesses, and enhances the economic and social vitality of the community. (MTC, n.d.-c, para. 1)

To serve students, MTC employs approximately 689 faculty members, of which 460 are adjunct instructors. Therefore, 67% of their faculty members are employed as adjunct instructors. MTD offers 100 degree, diploma, and certificate programs.

Piedmont Technical College. Piedmont Technical College became the eighth technical college in the South Carolina Technical College System in 1966. This college serves the counties of Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry, and Saluda (Piedmont Technical College, [PTC], n.d.). With a mission dedicated to creating learning communities for student success and economic prosperity, PTC has an enrollment of over 5,600 students on eight campuses.

Spartanburg Community College. In 1963, Spartanburg Community College (SCC) opened its doors to students in Spartanburg County. Today with more than 100 certificate and associate degree programs, SCC serves over 5,400 students in

Spartanburg, Cherokee and Union counties. With a mission to provide exceptional, accessible, learning centered education and workforce development programs and services, SCC is located on five campuses (Spartanburg Community College, [SCC], n.d.).

Tri-County Technical College. Founded in 1962, Tri-County Technical College (TCTC) serves approximately 7,250 students from Anderson, Oconee, and Pickens counties. As with other technical colleges in the SCTCS, TCTC has an open access admissions policy. Tri-County Technical College offers more than 70 technical associate degrees, diplomas, and certificates including university transfer associate degree programs (Tri-County Technical College [TCTC], n.d.-a). Tri-County Technical College's mission "focuses on teaching, learning, and helping students reach their goals. The College supports economic development for Anderson, Oconee, and Pickens counties in South Carolina by preparing a highly-skilled workforce" (TCTC, n.d.-b). To teach students, TCTC employs approximately 386 faculty members, of which 257 are adjunct instructors. Therefore, 67% of their faculty members are hired as adjunct instructors. TCTC offers 70 degree, diploma, and certificate programs.

Trident Technical College. Trident Technical College (TTC) began as Berkeley-Charleston-Dorchester Technical (BCDT) Education Center in 1964. In 1973, BCDT merged with Palmer College to become TTC (Trident Technical College [TTC], n.d.-c). Serving over 16,000 students and offering more than 150 programs of study, including transfer programs to four-year colleges (TTC, n.d.-a), TTC has a mission of being a "catalyst for personal, community, and economic development by empowering

individuals through education and training” (TTC, n.d.-b, para. 1). Approximately 603 faculty members, of which 307 are adjunct instructors, teach at TTC. Thus, 51% of TTC employees are adjunct faculty members. TTC offers 150 degree, diploma, and certificate programs.

York Technical College. In 1964, York Technical College opened to serve students in the counties of York, Lancaster, and Chester. The College offers programs in engineering technology, industrial technology, information technology, business, health sciences, public service, and transfer to senior colleges and universities. York Technical College is committed to building the community through student success (York Technical College, [YTC], n.d.).

Appendix C

Online Intake Survey

Thank you for participating in this doctoral study. This research will occur in two phases: a short online survey and an interview. Your privacy and confidentiality will be protected by name change in the report of this study. By completing this survey, you have agreed to participate in this study and you grant me permission to use this information in my doctoral research. If you meet the study criteria, I will contact you to schedule a time for an interview. This interview can be held at your convenience via video conferencing tool, by telephone, or in person.

Personal Background

- a. Gender Identity _____ Female _____ Male
- b. Racial Identity _____ African American or Black
_____ Asian
_____ Hispanic
_____ Latino
_____ Native American
_____ White
_____ Other _____
- c. Age Range in Years:
_____ 25 - 29 _____ 30 - 34 _____ 35 - 39 _____ 40 - 44
_____ 45 - 49 _____ 50 - 54 _____ 55 - 59 _____ 60 - 64
_____ 65 +

Professional Background

- d. Do you work in more than one college? List college(s) where you are employed

- e. Years of Teaching Experience at the College Level:
_____ 1 year to 2 years

- _____ more than 2 years; less than 5 years
- _____ more than 5 years; less than 10 years
- _____ more than 10 years

f. Amount of Time Teaching at this College:

- _____ 1 year to 2 years
- _____ more than 1 year, less than 2 years
- _____ more than 2 years; less than 5 years
- _____ more than 5 years; less than 10 years
- _____ more than 10 years

Employment Status

g. Which best describes your employment status?

- _____ Have a full-time job outside the college, prefer to teach part-time
- _____ Do not have a full-time job outside the college, prefer to teach part-time
- _____ Have a full or part-time job outside the college and would prefer a full-time job at this college or another college

h. List courses you teach at your current college. _____

i. List your name, email address, and phone number

Jacque Y. Taylor

(864) 250-8083

stewar9@g.clemson.edu

Doctoral Candidate

Clemson University

Appendix D

Interview Protocol

The purpose of this research is to understand working conditions of adjunct instructors teaching English in South Carolina technical colleges. You received an introductory email outlining your participation and right to privacy as it pertains to this interview. You will receive a \$25.00 gift card at the conclusion of this individual interview as a benefit for your participation in this study.

I want to clarify that your participation is completely voluntary, and you may refuse to answer any questions and you may discontinue with the study at any time.

With your permission, I would like to tape record this interview, to have a record of our conversation. Is that acceptable? If you would like me to turn the recorder off at any point, please let me know.

I will ask you questions about your working conditions in the technical college. Please keep in mind your current position as adjunct instructor in a technical college as you respond to the questions. Using Kanter's Structural Empowerment framework (1977, 1993), as a framework for this study, I developed questions about access to opportunities, resources, information, and support that are key to your teaching. I organized this interview using those four key areas. However, I will remain open to allowing you to fully express your voice about your experiences.

At this point, I would like to begin with a few questions.

Opportunity: Questions in this area will be related to growth, advancement, and rewards

1. How does the college provide opportunities for you to advance through promotion, salary increase, or to fulltime employment within the college?
2. What reward or recognition opportunities does the college afford to adjunct faculty members?
3. What other opportunities for growth, advancement, or rewards would you like the college to provide for you personally or professionally?

Prompts to use, as needed

- a. Have you ever applied for a full time teaching position at the college? If so, do you feel you have been considered for full-time positions?
- b. Does the college fund your attendance to conferences?

Resources: Questions in this area will be related to necessary materials, supplies, money, and professional development needed to meet college goals

- 4. Describe your access to material resources and professional development within the college. (for your discipline and for teaching and learning strategies).
- 5. How can the college empower you to accomplish your work in meaningful ways through the resources they provide for you?

Prompts to use, as needed

- a. What kind of discipline-related professional development does the college provide for you?
- b. Do you have an office? If so, describe your office space.
- c. What type of office supplies, teaching materials and equipment does the college provide you?
- d. Are your classes typically held in the same building in which other classes within your discipline are held?
- e. Does the college provide funds for you to purchase teaching supplies? If so, how much per semester?
- f. Do you have use of a computer inside and outside the classroom?
- g. Tell about your access to technology and equipment.
- h. Do you have a convenient parking space?
- i. Do you have a mailbox on campus? Is it located in a convenient place?

Information: Questions in this area will be related to knowledge about the college and department's policies, programs, procedures, practices, initiatives, goals, values, culture

6. How does the college disseminate information to you?
7. What information about the college, division, and department do you need to perform your teaching role effectively?

Prompts to use, as needed

- a. Does the college provide an orientation for part-time faculty? If so, did you attend? Was it valuable?
- b. Are you invited to departmental and divisional faculty meetings? If so, do you attend? How often do you attend?
- c. Are you a member of a college committee? If not, have you been asked to join a college committee?
- d. Do you have a department chair, academic program director, or lead faculty member to consult for questions, grading procedures, course outlines, syllabus, etc.? Is he or she available most of the time?
- e. Were you ever assigned a mentor?
- f. Are you included in planning course revisions or textbook selection?
- g. Are you included in the assessment process for your discipline area (collecting data on student assessment, analyzing data, discussing action plans, and making decisions based on assessment findings)?

Support: Questions in this area will be related to assistance from subordinates, peers, and superiors to help develop success characteristics

8. Describe how the college supports you to accomplish your teaching responsibilities.
9. In what other ways should the college support you in your role as adjunct instructor?
10. How does the college support you to work with students of underrepresented racial/ethnic groups, first-generation college students, and low-income students?

Prompts to use, as needed

- a. Do you know about the support services for faculty offered by the college?
Do you have access to all the support services that full-time faculty have access to?
- b. Do you have administrative assistance (for typing, copying, filing, etc.)?
- c. How much interaction do you have with other faculty members in your discipline?
- d. Do you have support for the learning management system used at your college (Blackboard, Moodle, Desire2Learn, etc.)?
- e. What type of social supports or friendships do you have at the college?
- f. What additional supports does the college offer for faculty of color?

11. What else would you like to share with me?

Thank you for your time. I will send the Amazon gift card to you via your email address.

Appendix E

Research Questions in Relation to Interview Questions

The following matrix presents primary and secondary research questions that served as the foundation on which I designed the interview questions. To the right of each research question are related Kanter components that align with each research question. In the far right column, I aligned specific interview questions with research questions and Kanter components (Anfara et al., 2002).

Research Questions	Related Kanter Component	Interview Questions
1. How do adjunct faculty members describe their working conditions within their places of employment?	Opportunity Resources Information Support	1 3 5 7
2. How do technical colleges provide adjunct faculty access to opportunity, resources, information, and support?	Opportunity Resources Information Support	1 3 5 7
3. How can technical colleges support adjunct faculty?	Opportunity Resources Information Support	2 4 6 8 & 9

Appendix F

Participant Recruitment Email

Date

Dear Participant:

Hello. My name is Jacque Taylor and I am a doctoral candidate at Clemson University.

I write to invite you to participate in a research project entitled — Breaking Invisibility: Transforming Working Conditions of Adjunct Faculty in Technical Colleges through Critical Advocacy. The purpose of this study is to understand working conditions of adjunct instructors teaching English in South Carolina technical colleges. Specifically, this study will allow adjunct faculty members an opportunity to describe their working conditions and access to components that are key to their teaching. You can find further details in the consent form, which I attached to this email.

If you are willing to participate, please complete the online intake survey at this link <https://www.surveymonkey.com/r/9K9R3TY> . After you complete the survey, I will contact you to set a time, date, and format for the interview to be conducted.

Thank you for your willingness to help improve working conditions for adjunct faculty.

Sincerely,

Jacque Y. Taylor

PhD candidate, Educational Leadership in Higher Education

Clemson University

stewar9@clemson.edu

Appendix G

Informed Consent

Information about Being in a Research Study
Clemson University

BREAKING INVISIBILITY: TRANSFORMING WORKING CONDITIONS OF ADJUNCT FACULTY IN TECHNICAL COLLEGES THROUGH CRITICAL ADVOCACY

Description of the Study and Your Part in It

Jacque Taylor, in completing requirements for her dissertation under the direction of Dr. Pamela A. Havice, invites you to take part in a research study. Jacque is a doctoral candidate in the Educational Leadership program at Clemson University. The purpose of this research is to understand working conditions of adjunct instructors teaching English in South Carolina technical colleges.

Your part in the study will be to complete a brief online intake survey and participate in one individual interview. Additionally, I will ask you to review your transcribed interview for accuracy.

It will take you about 60 minutes to be in this study.

Risks and Discomforts

We do not know of any risks or discomforts to you in this research study.

Possible Benefits

Based on what I learn from adjunct faculty through this work, I plan to advocate for adjunct faculty members and encourage administrators to improve adjunct faculty members' working conditions within technical colleges. Specifically, I will take what I learn from faculty to outline actionable steps, such as redesigning practices and policies to allow adjunct faculty to work effectively with their students. Additionally, I plan to share outcomes of this work so adjuncts might gather information to advocate for themselves.

Incentives

You will receive a \$25.00 Amazon gift card at the conclusion of your individual interview.

Protection of Privacy and Confidentiality

We will do everything we can to protect your privacy and confidentiality. All participants will be provided a pseudonym. Additionally, any identifiable data related to the participants will be removed.

Security measures will be taken to protect the confidentiality of the information obtained. All data will be recorded onto an external audio recording device, then transferred and stored on the password-protected Dropbox of the co-investigator. Data may also be stored on a password-protected portable USB drive. The portable USB drive will be kept in a locked safe at the co-investigator's home. Following each interview, the co-investigator will hire a professional transcriptionist to transcribe the interview recording. Data will be shared with the professional transcriptionist via the co-investigator's password-protected Dropbox.

Choosing to Be in the Study

You do not have to be in this study. You may choose not to take part and you may choose to stop taking part at any time. You will not be penalized in any way if you decide not to be in the study or to stop taking part in the study.

Contact Information

If you have any questions or concerns about this study or if any problems arise, please contact Pamela A. Havice at Clemson University at 864-656-5121.

If you have any questions or concerns about your rights in this research study, please contact Clemson University Office of Research Compliance (ORC) at 864-656-0636 or irb@clemson.edu. If you are outside of the Upstate South Carolina area, please use ORC's toll-free number, 866-297-3071.

A copy of this form will be given to you.

Appendix H

Member Check Email

Dear [Alias],

Thank you for your patience as I took time to have your interview transcribed. I ask that you review the attached transcribed interview for accuracy. Please reply with any corrections, additions, or deletions you may have.

If you do not have any thoughts or feedback regarding your transcript, please respond to this email with “CONFIRM.” Again, I am very appreciative of your participation in this study and I look forward to sending you the results when the completion of the study is confirmed.

Thank you,

Jacque Y. Taylor

PhD candidate, Educational Leadership in Higher Education

Clemson University

stewar9@clemson.edu

Appendix I

Coded Clusters of Meaning

Codes	Example statements from participants
Opportunity	No opportunities - no salary increase, no benefits Has Professional development, but doesn't take advantage of it Fulltime jobs are posted internally before externally Hiring freeze for fulltime Jobs are "few and far between" and "hard to come by" No awards or recognition or I "don't think so" Less classes due to Affordable Care Act Last 3 fulltime positions were filled internally by adjuncts Wants pay for attending professional development - Like to attend conferences Professional development not offered at convenient times
Resources	Have shared office with computers "Plenty of supplies - sticky notes, pens, pencils, paper, markers, erasers, gradebook, textbook, paperclips Smartboard/Promethean Board Given supplies once at orientation Need private space to meet with students - uses library or classroom or shared office space Need access to printer/copier (codes) "Mythological closet" with supplies - not sure where located Buy my own supplies and print my own tests at Staples - need markers for board

Codes	Example statements from participants
	<p>Need more computers in shared office space</p> <p>Want college car to drive from campus to campus</p> <p>Worked so long w/o anything that I really don't know what I need</p>
Information	<p>Want more communication, but no more emails</p> <p>Had a valuable and helpful orientation</p> <p>Adjuncts invited to department. meetings</p> <p>Have available person for information</p> <p>Never been asked for input, but offers his input</p> <p>Gets bad advice and information from peers</p> <p>Dept. Head send summary of dept. meeting to adjuncts and asks for their input</p> <p>Have all the information I need</p> <p>Want better way to share ideas with other faculty - real conversations with people</p> <p>Need to know the focus/direction of department</p> <p>Need better guidelines on teaching/course expectations and how to deal with students</p>
Support	<p>Receive zero support</p> <p>Center for Teaching Excellence available for teaching support</p> <p>Person available at each campus for assistance</p> <p>Peer faculty support with courses</p> <p>Email interactions with other faculty</p> <p>Adjunct office is near fulltime faculty's offices, so lots of interaction and support</p> <p>Have support for faculty in helping students through</p>

Codes	Example statements from participants
	<p>tutoring.com/student success center</p> <p>Need support to work with students with financial, emotional, needs, etc.</p> <p>Need support for using learning management system - D2L, Bb</p> <p>Need support to maintain consistency in teaching and working with students across the dept.</p> <p>Need consistent support that you do not have to fight for or seek out</p> <p>Desire training to work with underprepared students</p> <p>Do not want any support or to be involved with anything - just walk in and teach, submit grades, and leave</p> <p>Do not need a whole lot of support</p> <p>I don't know what support I need - haven't thought about it</p>
Other	<p>Need to be cared about, need someone to listen, want a sense of value</p> <p>Wish people knew my name - want appreciation/respect</p> <p>Want pay for all the extra hours I work</p> <p>Want adjunct representation on Faculty Senate</p> <p>Want to be included in decision-making</p> <p>Adjuncts last people to know which classes they will teach - no time for prep</p> <p>Has to work at another college to afford to live - is very, very busy</p> <p>Enjoy time working at college - wonderful/pleasant experience</p> <p>Enjoy success of students and seeing them working in</p>

Codes	Example statements from participants
	<p>community after graduating</p> <p>The college's stance on Affordable Care Act caused cut in my #</p> <p>of classes (i.e. pay)</p> <p>No grievance - no guarantee of work</p> <p>Adjuncts treated abominably - overworked and underpaid</p>

Appendix J

Categories

Opportunity	Resources	Information	Support	Other
Fulltime Employment	Office Space/Private Space	Orientation	Teaching Support	Desire to be seen and heard
Professional Development	Material Supplies	Mentor	Institutional Support	Need for someone to listen to their ideas
Salary and Benefits	Access	Shared Decision-making	Emotional Support	Trust them enough to provide some autonomy
Recognition	Uncertain	Colleagueship	Support to Work with Students	Last faculty to know which classes
		Communication	Support for College Processes	Did not guarantee adjuncts work
				Want union
				Abominable treatment
				Engage with one another
				Oppressive working conditions
				Powerless to change their situation
				Inequitable and “discriminatory” conditions

Appendix K

Code Mapping

Research Questions 1, 2, 3		
RQ#1: How do adjunct faculty members describe their working conditions within their places of employment?	RQ#2: How do technical colleges provide adjunct faculty access to opportunity, resources, information, and support?	RQ#3: How can technical colleges support adjunct faculty?
Deductive Coding		
A.1.2.3. Opportunity	B.1.2.3. Resources	C.1.2.3. Information
D.1.2.3. Support	E. 1.2.3. Other	
Categories from Codes		
A.1.2.3. Fulltime employment	B.1.2. Office space	C.1.2. Orientation
A.1.2.3. Professional development	B.1.2. Material supplies	C.1.2. Mentor
A.1.2.3. Salary/Benefits	B.3. Private space	C.1.2.3. Shared decision-making
A.1.2.3. Recognition	B.3. Access	C.1.2.3. Collegueship
	B.3. Uncertain	C.1.2. Communication
D.1.2. Teaching support	E.1. Invisible	E.3 Job security
D.1.2.3. Institutional support	E.1. Unfair	E.3 Fair treatment
D. 3. Support for processes	E.1. No voice	E.3 Be noticed
D. 3. Support to work with students	E.1. No job security	E.3 Serve on committees
		E.3 Have a voice

Broad picture of how I aligned codes and categories with research questions (Anfara et al., 2002). As I analyzed transcribed data, I deductively coded data into four Kanter codes of Opportunity, Resources, Information, and Support. With the remaining data, I inductively coded data to create categories.

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